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ABSTRACT

This resource and reference guide provides complete listings of learning activities that integrate basic and life skill learning. It is designed to assist adult basic education (ABE) teachers in the implementation of a competency-based learning system that emphasizes the integration of basic and life skills learning. The philosophy of and introduction to the instructional program are provided in this volume. Section I provides the scope and sequence for the basic skills in listening, reading, writing, and mathematics. These basic skills are cross-referenced to related life skill learning strategies. An introduction to and explanation of critical thinking approaches are followed by thinking skill ideas and sample worksheets for two levels. A listing of commercial thinking skills materials is followed by information on writing approaches. Section II presents an extensive collection of suggested learning activities that integrate basic and life skills. Activities are labeled as appropriate for Level I or II ABE students. Many activities are complemented by reference material. An index of learning strategy activities is followed by the activities, divided into these categories: consumer economics, community resources, health, occupational knowledge, and government and law. There are two appendixes: (1) basic skill arrays; and (2) references and ideas on the collection and use of community materials. (YLB)

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ED344098

## PROJECT MAPP

# The Learning Strategies Sampler
## # 2

PROJECT
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Maryland
Adult
Performance
Program

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## IMPLEMENTING THE INSTRUCTIONAL PROGRAM

A COMPETENCY-BASED ADULT EDUCATION LEARNING SYSTEM

CE060933

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Janet Niblock

Janet Niblock
Project MAPP, Instructional
Program Manager

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# PROJECT MAPP PHILOSOPHY:
# INTEGRATION OF BASIC AND LIFE SKILLS

Together, the Basic Skill Arrays (see page267) for listening, speaking, reading, writing and computation and the Learning Competency List (see page 75) for Consumer Economics, Community Resources, Health, Occupational Knowledge, and Government and Law form the basis and the framework for the Project MAPP Instructional Program.

The instructional program is two dimensional. Basic skills and the life skills, identified as learning competencies, go hand-in hand. The learner, addressing basic skill development, needs to see the relevancy and application of basic skills to daily life situations. On the other hand, the learner who establishes a primary need to master a specific learning competency (for instance, getting a driver′s license) needs to be aware of the set of basic skills which will enable the mastery of the life centered learning competency.

## BASIC SKILLS

Scope and sequence for the basic skills of listening, speaking, reading, writing and computing have been defined and are an integral part of the Project MAPP instructional program as they are vital to the mastery of any competency. (See Basic Skill Arrays, page267)

Once an individual has learned basic skills, he or she has tools which can be applied to any situation. Reading, writing, and computing increase ability to continue to learn and cope with future problems. Therefore, mastery of basic skills is the key to competency in all areas.

The adult has a need to see relevancy at the time of learning. Therefore, basic skills are best not learned in isolation, but rather need to be continually applied to functional contexts which adults can readily relate to their everyday lives. The academic skills are not ends in themselves but are means to the end. Presenting the basic skills through direct application to life situations and problems is effective. The satisfied adult learner is one who sees meaning and utility in what he/she is learning.

Since basic skill strengths and weaknesses need to be diagnosed and evaluated for each learner who enters the ABE program, prescriptive learning objectives can then be developed which reflect the needs of the learner in basic skills, as well as these skills applied to individual expressed goals and interests.

## LEARNING COMPETENCIES

The learning competencies are a set of measurable statements which focus on life roles such as employee, consumer, citizen, family member, and healthy individual. These learning competencies are keyed to 5 content areas which are typically encountered by adults everyday: Consumer Economics, Community Resources, Health, Occupational Knowledge, Government and Law. (See Learning Competency List, page 75)

Keeping in mind the importance of both basic and life skills, the focus of the instructional program is then to provide a learning atmosphere which emphasizes the integration of basic skill and life skill learning.

Integration demonstrates to the learner

1. How basic skills are relevant and applicable to everyday tasks
2. How mastery of certain life skills depends on certain basic skills being in place
3. How basic and life skills may be applied to specific competency tasks

## APPROACHES

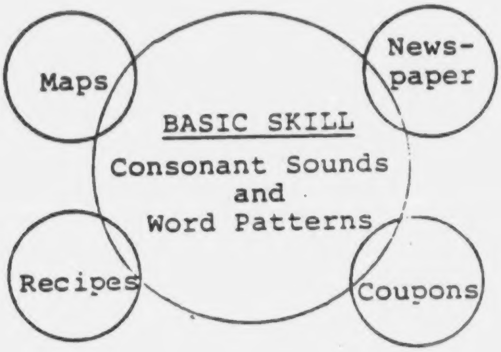
Students come to the ABE learning center with different needs, interests, and goals. An identification of these needs and goals will determine just how the basic and life skills can be integrated with various life centered learning competencies.

Three following approaches can be used

1. Emphasis on a basic skill
2. Emphasis on a life skill
3. Emphasis on a competency topic

Which approach is used is usually determined by the identified objectives of the learner and may change from one learning objective to another.

### EMPHASIS ON BASIC SKILL

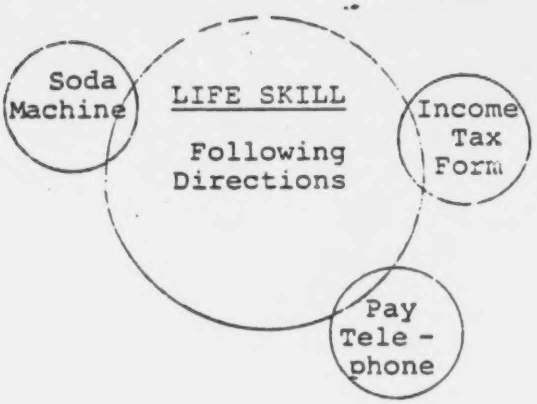


"Find -at words in a newspaper article."

The new reader may need to emphasize basic decoding skills. The skills are presented and then practiced in the context of meaningful life material.

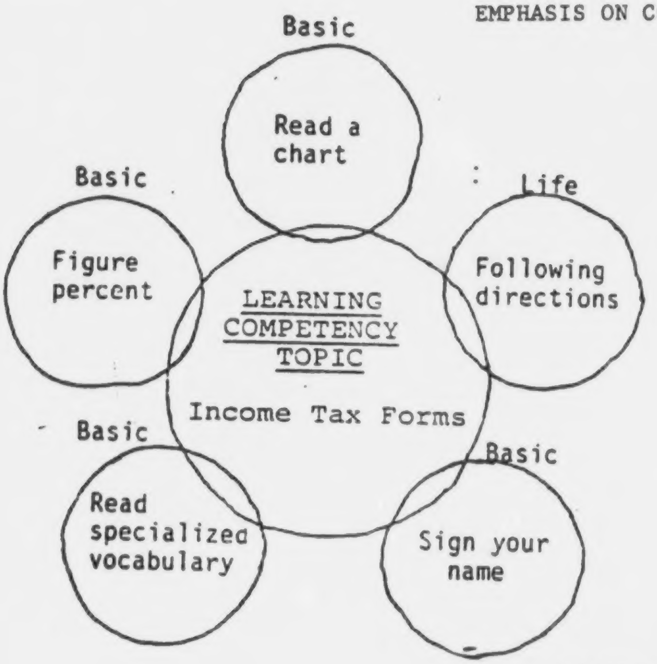
The life material is selected based on the interests and long range goals of the learner.

## EMPHASIS ON LIFE SKILL


Soda Machine
LIFE SKILL
Following Directions
Income Tax Form
Pay Tele-phone

A student who has trouble following directions might practice this skill in the context of various life tasks.

## EMPHASIS ON COMPETENCY TOPIC


Basic
Read a chart
Basic
Figure percent
Life
Following directions
LEARNING COMPETENCY TOPIC
Income Tax Forms
Basic
Read specialized vocabulary
Basic
Sign your name

If the learner indicates the interest in learning how to complete an income tax form, the set of basic skills which will enable the learner to master "filling out an income tax form" will have to be identified and practiced.

## PROJECT MAPP TOOL

No basic skill, life skill, or learning competency topic is applicable to all people. The teacher needs to work with each learner individually to determine which skills and topics and which approach is most appropriate for each learner.

But what ever the primary emphasis, the planned learning should reflect experiences and activities which integrate basic and life skills. The Learning Strategies Sampler is available to Adult Basic Education (ABE) teachers to guide and assist them in planning and implementing meaningful integrated experiences.

## INTRODUCTION

The Learning Strategies Sampler Book II is one of three publications developed to assist Adult Basic Education (ABE) teachers in the implementation of a competency based learning system which emphasizes the integration of basic and life skill learning. (See also Project MAPP Vocabulary Booklet I and Project MAPP MATERIALS MATCH III.

The Learning Strategies Sampler is intended as a resource and a reference. The key to the successful use of the sampler is for ABE instructors to expand on its ideas by adding their own expertise, talents, and creativity.

The Sampler provides complete listings of learning activities which

- focus on tasks relevant to everyday living
- stress application of basic skills to practical situations is self paced
- makes use of a variety of materials and resources
- suggests a variety of approaches to accomodate individual learning styles and preferences.

Contents of the Sampler include:

BASIC SKILL APPROACH

1. Basic Skill Arrays for Listening, Speaking, Reading, Writing, and Mathematics.
2. Basic Skills matched to life skill activities.
3. Ideas on how to develop Critical Thinking Skills with ABE students.
4. Ideas on effective Writing Approaches.

LIFE SKILL APPROACH

1. Learning Competencies and related topics keyed to the 5 content areas of Consumer Economics, Community Resources, Health, Occupational Knowledge, and Government & Law.
2. An extensive listing of learning strategy ideas for all learning competency topics, addressing integration with those basic skills which will enable a learner to master life skill topics.
3. A set of graphic material called "Reference" which complements specific learning strategy activities. The references are copy ready and may be reproduced freely for learner use.

COMMUNITY MATERIALS

1. A complete listing of free inexpensive community materials organized according to the content areas of Consumer Economics, Community Resources, Health, Occupational Knowledge, and Government & Law.

2. Techniques for determining reading level.

3. Directions on how to use the Gunning Fox Index.

4. Guidelines for rewriting materials at a simpler reading level.

All material in the Sampler is color coded:

- White Pages - Overview, Explanations, & Introductions
- Blue Pages - Resources & Suggested Activities
- Yellow Pages - Visual Aids (References)

The Learning Strategies Sampler is not inclusive nor is it a curriculum. It is a guideline. It is not intended to be used cover to cover. It is a resource teachers may choose to utilize to plan learning activities which integrate basic and life skill learning.

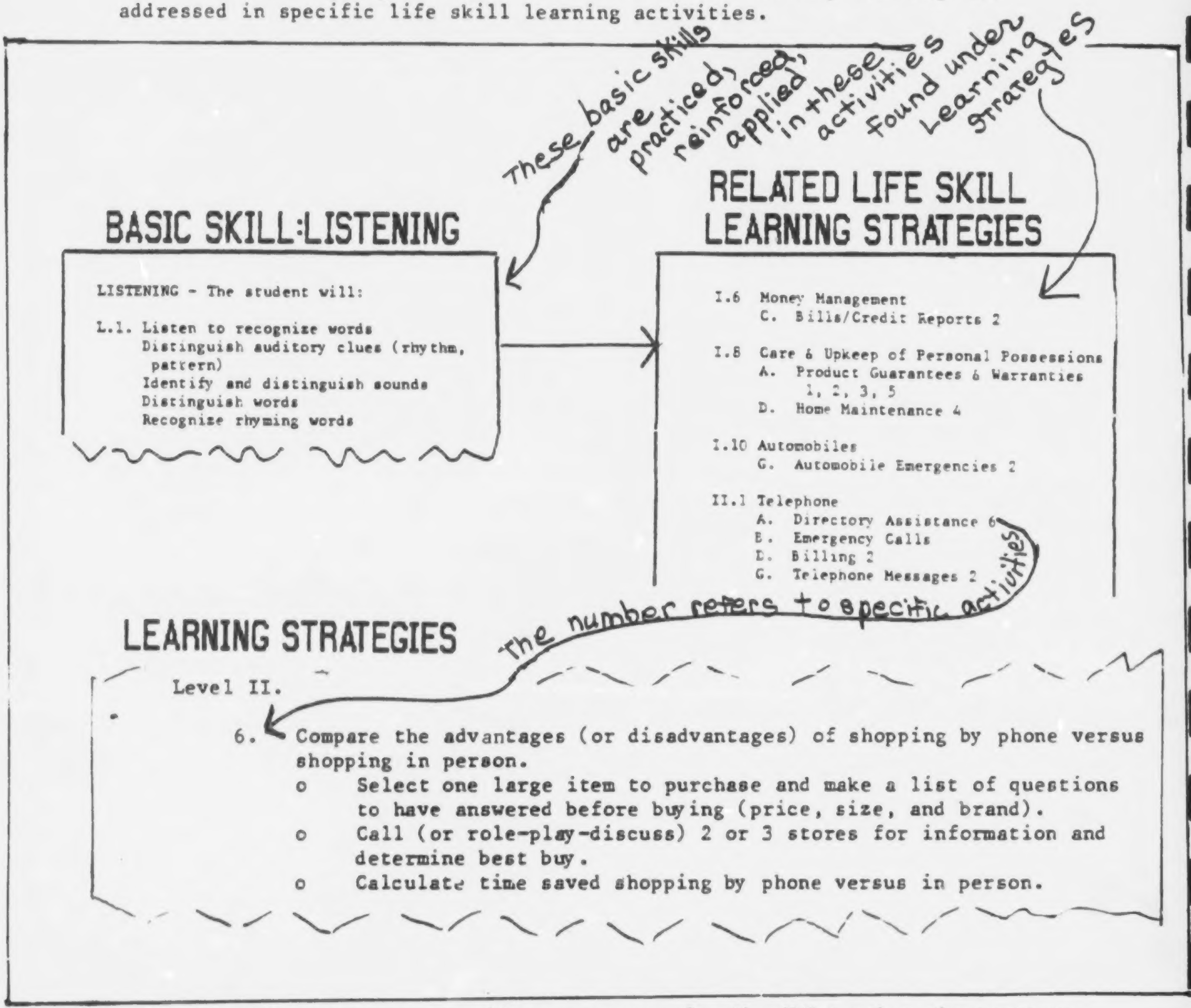
# BASIC SKILL APPROACH

## BASIC SKILLS APPROACH

Scope and sequence for the basic skills of listening, speaking, reading, writing, and computing have been defined and are an integral part of the ABE instructional program (see Basic Skill Arrays page 267). Mastery of basic skills is the key to competency in all life skill areas.

The adult has need to see relevancy at the time of learning. Therefore, basic skills are best not learned in isolation, but rather need to be continually applied to functional contexts.

The following pages list the basic skills and identify how they are addressed in specific life skill learning activities.



These basic skills are practiced, reinforced, applied, in these activities found under Learning Strategies

### BASIC SKILL:LISTENING

LISTENING - The student will:

L.1. Listen to recognize words
- Distinguish auditory clues (rhythm, pattern)
- Identify and distinguish sounds
- Distinguish words
- Recognize rhyming words

### RELATED LIFE SKILL LEARNING STRATEGIES

I.6 Money Management
- C. Bills/Credit Reports 2

I.8 Care & Upkeep of Personal Possessions
- A. Product Guarantees & Warranties 1, 2, 3, 5
- D. Home Maintenance 4

I.10 Automobiles
- G. Automobile Emergencies 2

II.1 Telephone
- A. Directory Assistance 6
- B. Emergency Calls
- D. Billing 2
- G. Telephone Messages 2

The number refers to specific activities

### LEARNING STRATEGIES

Level II.

6. Compare the advantages (or disadvantages) of shopping by phone versus shopping in person.
   - o Select one large item to purchase and make a list of questions to have answered before buying (price, size, and brand).
   - o Call (or role-play-discuss) 2 or 3 stores for information and determine best buy.
   - o Calculate time saved shopping by phone versus in person.

This cross reference provides a resource for the ABE teacher who wants to develop learning activity which emphasizes the introduction of a basic skill and practices, applies, or reinforces it in life skill context.

# BASIC SKILLS

The following is the scope and sequence for the basic skills in listening, reading, writing, and math. Students are pretested to determine basic skill needs. Individual learning plans are developed to address identified needs which would be selected from the listing below.

## BASIC SKILL:LISTENING

LISTENING - The student will:

L.1. Listen to recognize words
    Distinguish auditory clues (rhythm, pattern)
    Identify and distinguish sounds
    Distinguish words
    Recognize rhyming words

L.2. Listen to develop vocabulary
    Identify word meanings
    Apply context clues

L.3. Listen to synthesize information
    Follow directions
    Determine main idea
    Recall factual detail
    Discriminate between main ideas and details
    Take notes
    Organize ideas in a logical order
    Evaluate information

## RELATED LIFE SKILL LEARNING STRATEGIES

LIFE SKILLS for LISTENING

I.6 Money Management
    C. Bills/Credit Reports 2

I.8 Care & Upkeep of Personal Possessions
    A. Product Guarantees & Warranties 1, 2, 3, 5
    D. Home Maintenance 4

I.10 Automobiles
    G. Automobile Emergencies 2

II.1 Telephone
    A. Directory Assistance 6
    B. Emergency Calls
    D. Billing 2
    G. Telephone Messages 2

II.2 Transportation & Travel
    A. Directions 2, 3, 4

II.5 Community Agencies & Services
    B. Emergency Help 1

II.6 Leisure Time
    A. Recreational Facilities
    C. Vacations 1, 2

III.1 Medical Assistance
    A. Symptoms 3
    B. Medical Appointments 4,5

III.3 Medications
    A. Identification

III.4 Health & Safety Procedures
    C. First Aid 1

III.5 Health Maintenance
    B. Balanced Diet 2, 4, 6
    C. Food Storage 6
    D. Dental Health 1

IV.1 Finding a Job
    E. Job Interviews 1, 2

IV.4 Keeping a Job/Getting a Promotion
    E. Communications 2

V.1 Voting
    A. Qualifications 1
    C. Registration 1

## BASIC SKILL:SPEAKING

SPEAKING - The student will:

S.1. Speak to be understood
  Speak clearly
  Use inflection
  Use standard English grammar

S.2. Speak to get and give information
  Give information about self
  Ask a question
  Answer a question
  Provide factual detail
  Relate detail in logical sequence
  Give directions

S.3. Speak to explain
  Articulate a problem
  Paraphrase, summarize information

S.4. Speak effectively
  Describe feelings
  Express an opinion
  Persuade

## RELATED LIFE SKILL LEARNING STRATEGIES

LIFE SKILLS for SPEAKING

I.8 Care & Upkeep of Personal Possessions
  A. Product Guarantees & Warrantees 1,5

I.10 Automobiles
  G. Auto Emergencies

II.1 Telephone
  A. Directions 6
  B. Emergency Calls 2
  D. Billing 2
  E. Telegrams 1
  F. Pay Phone 1
  G. Telephone Messages 2

II.2 Transportation & Travel
  A. Directions 2

II.4 Post Office
  D. Lost Mail 1
  E. Money Orders 4

II.5 Community Agencies & Services
  B. Emergency Help 1
  D. Medical Facilities 5
  F. Educational Services 5
  J. Child Care Services 4,5

II.6 Leisure Time
  C. Vacations 1,5

III.1 Medical Assistance
  A. Symptoms 3
  B. Medical Appointments 4,5

III.2 Medical & Dental Forms
  A. History Forms 1, 2
  B. Immunizations 1, 2
  C. Insurance Forms 1, 2

III.3 Medication
  A. Identification 3, 7, 9

III.4 Health & Safety Procedures
  B. Accident Prevention 1, 2
  C. First Aid 1, 4

III.5 Health Maintenance
  B. Balanced Diet 4
  C. Food Storage 6
  D. Dental Health Practice 1

III.6 Major Health Problems
  A. Major Disease 2
  B. Symptoms 1

IV.1 Finding a Job
  B. Applications & Resumes 4
  E. Job Interview 1, 2, 3

IV.2 Wages, Benefits, Unions
  A. Paychecks, Deductions, Benefits 7, 8

V.1 Voting
  B. Candidates 9
  C. Voter Registration & Qualifications 1, 3, 4
  D. Ballot 7

V.2 Personal RTs & Responsibilities
  A. Ordinances 1, 3
  B. Legal Advice 3,4
  D. Door to Door Sales 1
  E. Traffic Tickets 2

V.4 US Government Symptoms
  B. State Government 2, 6
  C. Federal Government 2

# BASIC SKILL:READING

**READING** - The student will:

R.1. Demonstrate reading readiness
- Recognize alphabet
- Recognize numerals
- Demonstrate left to right progression
- Identify basic sight vocabulary
- Discriminate visual clues
- Discriminate auditory clues (rhythm, pattern)
- Demonstrate directional vocabulary (oral) - (i.e., under, through, first, last)
- Sequence pictures
- Establish sound symbol relationship

# RELATED LIFE SKILL LEARNING STRATEGIES

*The Project MAPP Vocabulary Booklet I presents many activities suitable for developing reading readiness (see pp 70-76 for activities)

I.1 Measures
- C. Maps, Distance, Graphs 3,4
- D. Temperature 1
- E. Recipes 2,4

I.2 Money
- A. Coins & Currency 1,7,8

I.5 Housing
- A. Kinds of Housing

1.9 Banking
- A. Savings & Checking Accounts

I.10 Automobiles
- A. Signs 1,2,3
- B. Drivers License 2
- F. Automobile Maintenance

II.1 Telephone
- Directory 1,8
- Time Zones 1

II.2 Transportation & Travel
- A. Directions 1,2,3

II.4 Post Office
- A. Addresses

II.5 Community Agencies & Services
- E. Signs & Directories
- I. Newspaper 6

II.6 Leisure Time
- C. Vacations 2

IV.3 Work place Safety
- A. Safety Signs 1,4

V.1 Voting
- A. Political Process 1

---

R.2. Read using word recognition skills

R.2.1 Analyze phonetically
- Identify initial consonants
- Identify final consonants
- Identify long and short vowels
- Identify letter combinations
- Identify word patterns

(Analyze Phonetically)
*The Project MAPP Vocabulary Booklet I Presents many word lists and activities suitable to develop and practice word recognition skills.

## BASIC SKILL:READING

## RELATED LIFE SKILL LEARNING STRATEGIES

R.2.2 Analyze structurally
- Recognize root words
- Recognize prefixes
- Recognize suffixes
- Separate syllables
- Identify compound words
- Recognize possessives
- Recognize contractions
- Differentiate singular and plural words
- Recognize abbreviations

*Many of the Writing Activities would be suitable to introduce and practice structural analysis skills. (See W.7 Demonstrate Composition Skills)

(Abbreviations)

I.1 Measures
- C. Recipes 1,3,4
- F. Product containers 1

I.4 Comparison Shopping
- D. Unit Pricing 3

I.9 Banking
- D. Loans 4

II.2 Transportation & Travel
- D. Schedules & Fares 1

II.3 Time
- B. Calendar 1

II.4 Post Office
- A. Addresses 2,3

IV.1 Finding a Job
- B. Applications & Resumes 1,2,3
- C. Job Ads 2

R.2.3 Develop vocabulary
- Distinguish positional words (i.e. over, under)
- Use synonyms, antonyms, and homonyms
- Solve word analogies
- Utilize context clues
- Identify content related sight vocabulary

*See The Project MAPP Vocabulary Booklet I for basic skill and life related word list.

(Positional Words)
I.3 Purchase Goods & Services
- F. Coin Operated Machines 4

I.10 Automobile
- F. Auto Maintenance 2

II.1 Telephone
- C. Time Zone 1

II.2 Transportation & Travel
- A. Directions 1

II.3 Time
- B. Calendar 4

II.6 Leisure Time
- C. Vacations 1,2

III.1 Medical Assistance
- B. Medical Appt. 2

# BASIC SKILL:READING

# RELATED LIFE SKILL LEARNING STRATEGIES

R.2.3 Develop vocabulary
Distinguish positional words (i.e. over, under)
Use synonyms, antonyms, and homonyms
Solve word analogies
Utilize context clues
Identify content related sight vocabulary

→

(Synonyms, Antonyms, Homonyms)

I.1 Weights & Measures
- D. Temperature 1,3

I.3 Purchasing Goods & Services
- G. Locating Consumer Goods 1

I.4 Comparison Shopping
- A. Ads, Labels, & Charts 1,2

I.5 Housing
- E. Renter and Landlord Rights 3

I.8 Care & Upkeep of Personal Possessions
- B. Clothing Care Labels 1

II.5 Community Agencies & Services
- I. Newspapers 10

(Content related sight vocabulary)

II.1 Telephone
- D. Billing

III.1 Medical Assistance
- B. Medical Appointments 1

III.3 Medication
- B. Labels 2

III.4 Health & Safety Procedures
- A. Warnings 1

III.5 Health Maintenance
- A. Nutritional Info 2
- C. Food Storage 2

IV.1 Finding a Job
- A. Government Forms 4

V.2 Personal Rights & Responsibilities
- E. Traffic Tickets 1

R.3. Read using comprehension skills
Recognize punctuation signals (.,!?)

→

*Most of the following Reading Comprehension activities could be utilized to practice recognition of puncuation skills.

## BASIC SKILL:READING

Classify information

## RELATED LIFE SKILL LEARNING STRATEGIES

I.3 Purchasing Goods & Services
    A. Ways to Buy 1
    E. Coupons 1
    F. Coin Operated Machines 1
    G. Locating Consumer Goods 2,3

I.4 Comparison Shopping
    D. Unit Pricing 2

I.5 Housing
    A. Kinds of Housing 1,2,5
    E. Renter, Landlord Rights 1,2
    F. Loans & Insurance 5,6
    G. Home Maintenance 2
    H. Theft & Fire Prevention 1,2,6

I.8 Care & Upkeep of Personal Possessions
    D. Home Maintenance 1

I.10 Automobiles
    A. Signs 5
    G. Auto Emergencies 4
    H. Insurance 2

II.2 Transportation & Travel
    C. Types 1,3

II.6 Leisure Time
    B. Television 1
    D. Restaurants 1

III.1 Medical Assistance
    B. Medical Symptoms 6

III.2 Medical & Dental Forms
    A. History forms 5

III.4 Medical & Safety Procedures
    A. Warnings 2

III.5 Health Maintenance
    A. Nutritional Info 1
    D. Dental/Health Practices 2

IV.1 Finding a Job
    H. Skills & Education 2

IV.2 Wages, Benefits, Unions
    B. Employee Organizations 1,4

V.1 Voting
    B. Candidates 4

V.3 Taxation
    B. Sales Tax 1

## BASIC SKILL:READING

## RELATED LIFE SKILL LEARNING STRATEGIES

Define main idea

*Most life related community material can be utilized to address main idea/supporting detail. (See the Community Materials section for suggested free materials)

I.3 Purchasing Goods & Services
  E. Coupons 1
  G. Locating Consumer Goods 6

I.5 Housing
  E. Renter & Landlord Rights 5,6

I.6 Money Management
  A. Budgets 7,8

I.7 Consumer Protection
  B. Confronting Fraudulent Tactics 3

I.8 Care & Upkeep of Personal Possessions
  A. Product Guarantees & Warranties 3

I.10 Automobiles
  B. Driver's License 4

II.1 Telephone
  E. Telegrams 1,2

II.5 Community Agencies & Services
  D. Medical Facilities 5,6
  I. Newspapers 3,18,19

II.6 Leisure Time
  D. Restaurants 1

III.4 Health & Safety Procedures
  D. Drugs, Tobacco, Alcohol 6

III.5 Health Maintenance
  D. Dental Health Practices 6

III.6 Major Health Problems
  C. Causes 2

V.1 Voting
  A. Political Process 7

Identify supporting details
Recall details

*Most life related community material can be utilized to address supporting details (See the Community Materials section for suggested free materials).

I.5 Housing
  H. Home Theft & Fire Protection 1

I.7 Consumer Protection
  A. Food Packaging Labels 2,3
  C. Defective & Inappropriate Merchandize 6,7,8

I.9 Banking
  D. Loans 5

I.10 Automobiles
  E. Purchasing a Car 7
  G. Auto Emergencies 2

II.1 Telephone
  A. Directory 7
  D. Billing 1,2
  G. Telephone Message 2

## BASIC SKILL:READING

## RELATED LIFE SKILL LEARNING STRATEGIES

Identify supporting details
Recall details

- II.5 Community Agencies & Services
  - F. Education Services 5
  - H. Permit & License 5
  - I. Newspaper 3,8,9
  - J. Child Care Service 1
- II.6 Leisure Time
  - B. Television & Theater 4
- III.5 Health Maintenance
  - F. Family Planning 2
- III.6 Major Health Problems
  - A. Major Diseases 3
- V.1 Voting
  - A. Political Process 1,6
  - B. Candidates 3
  - D. The Ballot 7
- V.2 Personal Rights & Responsibilities
  - C. Small Claims Court 2
- V.4 Government Systems
  - B. State Government 5,6

Develop sequences

- I.4 Comparison Shopping
  - B. Best Buy 1
- I.5 Housing
  - E. Renter/Landlord Rights 6
  - G. Home Maintenance 4
- I.8 Care & Upkeep of Personal Possessions
  - A. Product Guarantees/Warrantees 5
  - B. Clothing Care Labels 6
  - C. Product Operating Instructions 5
- I.10 Automobiles
  - B. Driver's License 2
  - E. Purchasing a Car 2
  - G. Auto Maintenance 5
- II.1 Telephone
  - G. Telephone Messages 2
- II.2 Transportation & Travel
  - A. Directions 5,7
- II.3 Time
  - A. Clock
  - B. Calendar
- II.5 Community Agencies & Services
  - A. Local Resources 1
  - B. Emergency Help 1
  - G. Library 2
  - H. Permit & License 4
  - I. Newspaper 6
- III.4 Health & Safety Procedures
  - C. First Aid 2
- IV.1 Finding a Job
  - A. Government Forms 6
- IV.2 Wages, Benefits, Unions
  - C. Contract & Union Agreements 3
- IV.3 Workplace Safety
  - B. Safety Manuals 2
  - C. Safety Procedures 1,2

## BASIC SKILL:READING

## RELATED LIFE SKILL LEARNING STRATEGIES

Develop sequences

V.1 Voting
  A. Political Process 1,2

V.2 Personal Rights & Responsibilities
  E. Traffic Tickets 2

Make inferences

*In addition to the following Learning Strategies Activities, many community materials can be used to develop skill in making inferences (See the Community Materials section).

I.4 Comparison Shopping
  A. Advertisements, Labels 2,4

I.5 Housing
  A. Kinds of Housing 2

I.8 Care & Upkeep of Personal Possessions
  C. Operating Instructions 3,5,6
  D. Home Maintenance

II.4 Post Office
  A. Addresses 1

II.5 Community Agencies & Services
  B. Emergency Help 1
  E. Signs & Directories 3
  I. Newspaper 2,3,4,6,9,10

II.6 Leisure Time
  B. Television & Theater 4
  C. Vacations 4,5
  D. Restaurants 4

III.1 Medical Assistance
  A. Symptoms 5

III.3 Medications
  A. Identification 9
  C. Different Types 3

III.4 Health & Safety Procedures
  A. Warnings 2,3
  B. Accident Preventions
  D. Drugs, Tobacco, Alcohol 3,4,7,9

III.5 Health Maintenance
  C. Food Storage 6
  E. Cleanliness 5
  H. Mental well being practices 2,3

IV.1 Finding a Job
  C. Job Ads 3
  E. Job Interview 2,3
  G. Behavior & Attitudes 1

IV.4 Keeping a Job
  A. Behavior & Attitudes 1

V.1 Voting
  A. Political Process 5,9,10,11
  B. Candidates 5,7

## BASIC SKILL:READING

Compare/contrast information

## RELATED LIFE SKILL LEARNING STRATEGIES

- I.1 Weights & Measures
  - F. Product Containers 2
- I.3 Purchasing Goods & Services
  - A. Ways to Buy 1,2,3
  - B. Charge Accounts 2
  - D. Catalog Buying 2,7
  - E. Coupons 1,2
  - G. Locating Consumer Goods 4
- I.4 Comparison Shopping
  - A. Ad, Labels, & Charts 3
  - B. Best Buy 1,2
  - C. Discounts 5
  - D. Unit Pricing 1,4
- I.5 Housing
  - B. Kinds of Housing 2,4
  - D. Utilities 4
  - E. Renter/Landlord Rights 2
- I.6 Money Management
  - B. Major Purchases 2,4,5,6
- I.7 Consumer Protection
  - A. Food Packaging Labels 1
- I.8 Care & Upkeep of Personal Possessions
  - B. Clothing Care Labels 1,5.6
  - D. Home Maintenance 3
- I.9 Banking
  - A. Savings & Checking Accounts 3,5
  - D. Loans 2
- I.10 Automobiles
  - C. Mileage/Gas Consumption 3
  - F. Auto Maintenance 4
  - H. Auto Insurance 4
- II.1 Telephone
  - A. Directory 6
  - E. Telegrams 1
- II.2 Transportation & Travel
  - C. Types of Transportation 4
  - D. Schedules/Fares 2
- II.4 Post Office
  - B. Postal Rates 3
- II.5 Community Agencies & Services
  - I. Newspapers 5
  - J. Child Care 2
- II.6 Leisure Time
  - A. Recreational Facilities 1
  - B. Television & Theater 1
  - C. Vacations 5,6
- III.3 Medications
  - A. Identification 1
- III.4 Health & Safety Procedures
  - D. Drugs, Tobacco, Alcohol 2,3
- III.5 Health Maintenance
  - A. Nutritional Info 3,4
  - B. Balanced Diet 5,6
- IV.1 Finding a Job
  - C. Job Ads 3

## BASIC SKILL:READING

## RELATED LIFE SKILL LEARNING STRATEGIES

Compare/contrast information →

IV.2 Wages, Benefits, Unions
  B. Employee Organizations 5
  D. Employee Handbook 3

V.1 Voting
  B. Candidates 2,7

V.4 U.S. Government Systems
  C. Federal Government 3

Distinguish fact from opinion →

I.3 Purchasing Goods & Services
  B. Charge Accounts 2

I.4 Comparison Shopping
  A. Ads, Labels, Charts 4

I.6 Money Management
  A. Budgets 8
  B. Major Purchases 5

I.8 Care & Upkeep of Personal Possessions
  E. Obtaining Repairs 3

I.10 Automobiles
  E. Purchasing a Car 1

II.5 Community Agencies & Services
  H. Permit & License 5
  I. Newspapers 3,4,8,9

II.6 Leisure Time
  A. Television & Theater 4
  C. Vacations 4

III.5 Health Maintenance
  A. Nutritional Info 4
  D. Dental Health Practice 6
  G. Parenting 5,6
  H. Mental Well-being 2

IV.1 Finding a Job
  E. Job Interview 2
  G. Behavior & Attitudes 1

V.1 Voting
  A. Political Process 5,10,11
  B. Candidates 5,7,8,9
  D. Ballot 4

V.4 Government Systems
  C. Federal Government 4

## BASIC SKILL:READING

Distinguish cause from effect

## RELATED LIFE SKILL LEARNING STRATEGIES

- I.1 Measures
  - E. Recipes 2
- I.5 Housing
  - G. Home Maintenance 5
- I.7 Consumer Protection
  - B. Confronting Fraudulent Practices 3
- I.8 Care & Upkeep of Personal Possessions
  - B. Clothing Care Labels 3
  - C. Product Operating Instructions 6
  - D. Home Maintenance 2
- I.10 Automobiles
  - A. Signs 6
  - C. Mileage & Gas Consumption 1
  - F. Auto Maintenance 1
- II.3 Time
  - A. Clock 7
- II.4 Post Office
  - A. Addresses 1
- II.5 Community Agencies & Services
  - H. Permit & License 5
- III.3 Medications
  - B. Labels 3
  - C. Different Types 4
- III.4 Health & Safety Procedures
  - B. Accident Prevention
- III.5 Health Maintenance
  - B. Balanced Diet 2,4
  - C. Food Storage 1,5,6
  - D. Dental Health Practice 1,2
  - H. Mental Well Being Practices 3
- III.6 Major Health Problems
  - C. Causes 1,2
- IV.1 Finding A Job
  - A. Government Forms 2
- IV.2 Wages, Benefits, Unions
  - C. Contracts & Union Agreements 2
- IV.3 Workplace Safety
  - A. Safety Signs 1,3
- IV.4 Keeping a Job
  - A. Behavior & Attitudes 1
  - C. Signs, Charts, Forms, Written Directions
- V.1 Voting
  - C. Voter Registration & Qualifications 1
  - D. The Ballot 4
- V.2 Personal Rights & Responsibilities
  - A. Ordinances 4

## BASIC SKILL:READING

## RELATED LIFE SKILL LEARNING STRATEGIES

Draw conclusions

*See also R.3 Cause & Effect and Comparison/Contrast.

I.3 Purchasing Goods & Services
  B. Charge Accounts 5,6
  D. Catalog Buying 1,7

I.4 Comparison Shopping
  D. Discounts 2,5

I.5 Housing
  D. Utilities 5
  F. Loans & Insurance 3,4
  G. Theft & Fire Prevention 4

I.8 Care & Upkeep of Personal Possessions
  D. Home Maintenance 2

I.9 Banking
  A. Savings & Checking Accounts 1,5
  C. Interest 5
  D. Loans 4

I.10 Automobiles
  C. Mileage & Gas Consumption 3
  D. Maps 3
  E. Purchasing a Car 6
  H. Auto Insurance 5,7

II.1 Telephone
  D. Billing 2

II.2 Transportation & Travel
  C. Types of Transportation 1,3
  D. Schedules & Fares 2

II.5 Community Agencies & Services
  D. Medical Facilities 4
  H. Permit License 5
  I. Newspaper 7,9

II.6 Leisure Time
  C. Vacations 4

V.1 Voting
  A. Political Process 11
  B. Candidates 1,2,6,9
  C. Voter Registration & Qualifications

V.4 Government Systems
  C. Federal Government 2

Summarize information

I.1 Measures
  F. Product Containers 1

I.3 Purchasing Goods & Services
  G. Locating Consumer Goods 6

I.5 Housing
  D. Utilities 5,6,7

I.7 Consumer Protection
  C. Defective & Inappropriate Merchandise 1,2,3,4,8

## BASIC SKILL:READING

## RELATED LIFE SKILL LEARNING STRATEGIES

Summarize information

I.9 Banking
  A. Savings & Checking Accts 1
  C. Interest 2,4,5,6
  D. Loans 1,2,3,4,5,6

I.10 Automobiles
  B. Driver's License 1
  F. Auto Maintenance 1,3,4
  G. Auto Emergencies 3
  H. Auto Insurance 6

II.1 Telephone
  A. Directory 8
  E. Telegrams 2
  G. Telephone Messages 2

II.5 Community Services & Agencies
  D. Medical Facilities 6

III.1 Medical Assistance
  A. Symptoms 6
  G. Library 1

III.2 Medical & Dental Forms
  A. History Forms 4
  B. Immunization Forms 2

III.5 Health Maintenance
  A. Nutritional Information 1

III.6 Major Health Problems
  C. Causes 2

IV.1 Finding a Job
  A. Government Forms
  B. Applications & Resumes

IV.3 Workplace Safety
  C. Safety Procedures 3

V.1 Voting
  A. Political Process 3,4,6,7,8

V.4 Government Systems
  C. Federal Government 4

*See also R.3 Main Idea, Cause & Effect, 1Comparison/Contrast, Conclusions; M7 Charts & Graphs; R4 Following Directions (Forms)

Identify figurative language (idioms, similes, metaphors)

I.10 Automobiles
  E. Purchasing a Car

II.5 Community Services & Agencies
  I. Newspapers 8

II.6 Leisure Time
  B. Television/Theater 4
  C. Vacations 4
  D. Restaurants 2

V.1 Voting
  A. Political Process 9

## BASIC SKILLS

## RELATED LIFE SKILL LEARNING STRATEGIES

Make predictions

I.5 Housing
    G. Home Maintenance 2,5
    H. Home Theft & Fire Prevention 2,3

I.6 Money Management
    A. Budgets 7
    B. Major Purchases 1,2

I.8 Care & Upkeep of Personal Possessions
    B. Clothing Care Labels 6
    D. Home Maintenance 2

II.4 Post Office
    A. Addresses 1

II.5 Community Services & Agencies
    I. Newspapers 7

III.3 Medications
    C. Different Types 4

III.4 Health & Safety Procedures
    A. Warnings 2
    B. Accident Prevention 6

III.5 Health Maintenance
    B. Balanced Diet 2

IV.1 Finding a Job
    B. Job Interview 3

V.1 Voting
    B. Candidates 10
    D. Ballot 4,6

V.2 Personal Rights & Responsibilities
    A. Forms & Ordinances 4

*See also R.3 Cause and Effect

Evaluate information

I.3 Purchasing Goods & Services
    A. Ways to Buy 2,3
    B. Charge Accounts 4

I.4 Comparison Shopping
    A. Ads, Labels, & Charts 4
    D. Unit Pricing 4

I.5 Housing
    B. Classified Ads 2,4
    D. Utilities 6,7
    E. Renter & Landlord Rights 5

I.6 Money Management
    B. Major Purchases 1

I.8 Care & Upkeep of Personal Possessions
    B. Clothing Care Labels 4

I.10 Automobiles
    E. Purchasing a Car 1,2,3,5,6,8

II.5 Community Agencies & Services
    D. Medical Facilities 4,5
    F. Educational Services 6
    J. Child Care Services 2,4

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## BASIC SKILLS

## RELATED LIFE SKILL LEARNING STRATEGIES

Evaluate information

- II.6 Leisure Time
  - B. Recreational Facilities 2
  - D. Restaurants 4,6
- III.3 Medications
  - A. Identification 5,6
- III.4 Health & Safety Procedures
  - A. Warnings 3
- V.1 Voting
  - B. Candidates 6
- V.2 Personal Rights & Responsibilities
  - A. Ordinances 3,4

*See Also R.3 Drawing Conclusions

R.4. Apply study skills
Alphabetize words

*See Vocabulary Booklet I for additional alphabetizing activities and word lists.

- I.3 Purchasing Goods & Services
  - D. Catalog Buying 1,3,4,5
- I.7 Consumer Protection
  - C. Defective & Inappropriate Merchandise 7
- II.1 Telephone
  - A. Directory 1,2,3,4,5,8,9
  - B. Emergency Calls 1
- II.5 Community Services & Agencies
  - E. Signs & Directories 1
  - K. Community Service Providers
- II.6 Leisure Time
  - A. Recreational Facilities 2
  - D. Restaurants 2
- III.5 Health Maintenance
  - D. Dental Health Practices 4
- V.3 Taxation
  - A. Income Tax 2

Follow directions

- I.1 Measures
  - C. Maps Distance Graphs 1,2,5
  - E. Recipes
- I.3 Purchasing Goods & Services
  - B. Charge Accounts 1
  - D. Catalog Buying 5
  - F. Coin Operated Machines 4
- I.8 Care & Upkeep of Personal Possessions
  - C. Product Operating Instructions 1,6
- I.9 Banking
  - B. Procedures & Forms
  - D. Loans 6

## BASIC SKILLS

## RELATED LIFE SKILL LEARNING STRATEGIES

Follow directions

II.1 Telephone
    F. Pay Telephone

II.2 Transportation & Travel
    A. Directions 6

II.3 Time
    B. Calendar 2

II.4 Post Office
    C. Postal Forms 1,2
    D. Lost Mail 3
    E. Money Orders 1

II.5 Community Agencies & Services
    B. Emergency Help 2
    G. Library 2,3,4
    H. Permit & License 2

II.6 Leisure Time
    A. Recreational Facilities 3

III.2 Medical & Dental Forms
    A. History Forms 3,4
    C. Insurance Forms 4

IV.1 Finding a Job
    A. Government Form 2
    B. Application/Resumes 3

IV.2 Wages, Benefits, Unions
    B. Employee Organizations 2

IV.3 Workplace Safety
    D. Accident Reports 1,2

IV.4 Keeping a Job
    C. Signs, Charts, Directions 1,5,6

V.1 Voting
    C. Voter Registration 5
    D. Ballot 1,2,3

V.3 Taxation
    A. Income Tax 1,3

*See also Forms

Skim and scan information

*Many of the R.3 Reading Comprehension activities are suitable to practice the skill of skimming and scanning for information. See specifically Main Idea, Supporting Detail & Factual Recall

I.3 Purchasing Goods & Services
    G. Locating Consumer Goods 5

I.5 Housing
    D. Utilities 8

I.6 Money Management
    C. Bills, Credit Reports 1

I.8 Care & Upkeep of Personal Possessions
    E. Obtaining Repairs 2

## BASIC SKILLS

## RELATED LIFE SKILL LEARNING STRATEGIES

**Skim and scan information** →

- I.10 Automobiles
  - H. Auto Insurance 4
- II.1 Telephone
  - A. Directory 1,5,9
  - B. Emergency Calls 1,2
  - C. Time Zone 1
  - E. Telegrams 2
- II.5 Community Agencies & Services
  - I. Newspapers & Periodicals 11
- II.6 Leisure Time
  - C. Vacations 3,4,5
  - D. Restaurants
- III.4 Health & Safety Procedures
  - C. First Aid 3
  - D. Drugs, Tobacco, Alcohol 5
- III.5 Health Maintenance
  - G. Parenting 6
- IV.1 Finding a Job
  - D. Training Opportunities 2
  - H. Skills & Education 1
  - I. Interests & Aptitudes 2

**Locate information (dictionary, reference booksets, table of contents, index)** →

- I.3 Purchasing Goods & Services
  - A. Ways to Buy 1,2
- I.8 Care & Upkeep of Personal Possessions
  - E. Obtaining Repairs 1
- I.9 Banking
  - D. Loans 4
- II.1 Telephone
  - A. Directory 3,4,5,9
  - B. Emergency Calls 1
- II.2 Transportation & Travel
  - D. Schedules & Fares 1,2,3
- II.3 Time
  - A. Clock 9,10
  - B. Calendar 1
- II.4 Post Office
  - E. Money Orders 2
- II.5 Community Agencies & Services
  - A. Local Resources 1
  - B. Emergency Help 2
  - D. Medical Facilities 1
  - E. Signs & Directories 1,2
  - F. Educational Services 1,2
  - I. Newspaper 1
  - K. Community/Service Providers 1
- II.6 Leisure Time
  - A. Recreational Facilities 2
  - B. Television/Theater
  - C. Vacations

| BASIC SKILLS | RELATED LIFE SKILL LEARNING STRATEGIES |
|---|---|
| Locate information (dictionary, reference booksets, table of contents, index) | III.1 Medical Assistance<br>B. Medical Appointments 3<br>III.5 Health Maintenance<br>F. Family Planning 1<br>H. Mental Well-being Practices 1<br>IV.1 Finding a Job<br>C. Job Ads 1,2<br>IV.2 Wages, Benefits, Unions<br>D. Employee Handbook 1,2<br>V.1 Voting<br>C. Registration 1,2<br>V.2 Personal Rights & Responsibilities<br>A. Ordinances<br>B. Legal Advice 1,2,5<br>V.4 U.S. Government Systems<br>A. Local Government 1,2,4,5 |
| Organize information (notetaking-directed reading activity) | *Most Community Material can be utilized to provide opportunity to practice the skill of organizing information and note taking.<br>See specifically R.3 Main Idea, Specific Detail, R.4 Locate Information, Skim & Scan Information. |
| R.5. Expand reading<br>Identify a variety of reading materials such as - novels, short stores, mysteries, plays, poetry, etc. | |

# BASIC SKILL:WRITING

WRITING - The student will:

W.1. Demonstrate legible handwriting
- Form upper case letters
- Form lower case letters
- Write a signature
- Form numerals
- Form symbols

# RELATED LIFE SKILL LEARNING STRATEGIES

I.1 Measures
  D. Temperature 1

I.2 Coins & Currency 1,7

I.3 Purchasing Goods & Services
  B. Charge Accounts 1
  D. Catalog Buying

I.4 Comparison Shopping
  A. Ads, Labels, Charts 1

I.5 Housing
  D. Utilities 3 (Signature)

I.9 Banking
  A. Savings & Checking Accts. 1
  B. Procedures & Forms

I.10 Automobiles
  D. Maps
  G. Auto Emergencies 3

II.3 Time
  A. Clock 1,2,3,5 (numerals)
  B. Calendar 1,2 (numerals)

II.4 Post Office
  A. Addresses 1
  C. Postal Forms 1

II.5 Community Agencies & Services
  B. Emergency Help 2
  G. Library 4
  H. Permit & License 2

III.2 Medical & Dental Forms
  A. History Forms 4
  C. Insurance Forms 4

IV.1 Finding a Job
  A. Government Forms 3
  B. Applications & Resumes 1,3

IV.2 Wages, Benefits, Unions
  A. Paychecks, Deductions, Benefits 4 (Signature)
  B. Employee Organizations 2

IV.4 Keeping a Job
  C. Signs, Charts, Forms 1 (numerals)

*See also M.0 Precomputational number skills.

## BASIC SKILL:WRITING

## RELATED LIFE SKILL LEARNING STRATEGIES

W.2. Demonstrate use of correct spelling
- Spell a list of sight words
- Write plural of words
- Use prefixes and suffixes
- Spell homonyms
- Spell contractions
- Spell abbreviations
- Spell possessives
- Spell commonly confused or misspelled words
- Apply common spelling rules

*The Vocabulary Booklet I provides extensive listings of life skill vocabulary and word pattern vocabulary. Relevant vocabulary should be selected, to develop spelling skill.

Learning Strategy Activities which address specific spelling skills are:

(Abbreviations)

I.5 Housing
    B. Classified Ads 1

I.10 Automobiles
    E. Purchasing a Car 4

II.2 Transportation & Travel
    A. Directions 5

II.4 Post Office
    A. Addresses 2,3

II.5 Community Agencies & Services
    G. Library 3

IV.1 Finding a Job
    B. Applications & Resumes 2
    C. Job Ads 2

(Common spelling rules)

II.1 Telephone
    G. Telephone Messages 2

II.4 Post Office
    A. Addresses 1

III.4 Health & Safety Procedures
    B. Accident Prevention 3

IV.4 Keeping a Job
    C. Charts/Forms 6

*See also W.7 Composition Skills for many writing activities to practice spelling skills.

W.3. Demonstrate use of punctuation marks
- Use sentence ending punctuation
- Use commas
- Punctuate abbreviations
- Use quotation marks
- Use apostrophes
- Use colons
- Use semi-colons
- Use hyphens

*See W.7 Composition Skills for many suggested writing activities to develop skill in the use of punctuation marks.

## BASIC SKILL:WRITING

## RELATED LIFE SKILL LEARNING STRATEGIES

- W.4. Demonstrate the use of capitalization
  - Capitalize the first word of sentences
  - Capitalize proper nouns and proper adjectives
  - Capitalize titles
  - Capitalize the word "I"
  - Capitalize salutations and closings in letters
  - Capitalize the first spoken word of a quotation

- I.1 Measures
  - C. Maps
  - F. Product Containers 3
- I.3 Purchasing Goods & Services
  - D. Catalog Buying
  - E. Coupons
- I.5 Housing
  - A. Kinds of Housing 2
- I.9 Banking
  - A. Checking & Savings Accts. 1
- II.1 Telephone
  - A. Directory 1,2,3,4,8,9
  - C. Time Zone 1,2
  - G. Telephone Messages 2,3
- II.3 Time
  - B. Calendar 3,4
- II.4 Post Office
  - A. Addresses 1
  - C. Postal Forms 1
- III.5 Health Maintenance
  - E. Cleanliness 2
  - H. Mental Well-Being Practice 2
- IV.1 Finding a Job
  - A. Government Forms 4
  - B. Applications & Resumes 1,3,4,5
- V.1 Voting
  - B. Candidates 1,2,3
- V.4 Government Systems
  - B. State Government 1

(Salutations & Closings in letters)
See W.7 Composition Skills

- W.5. Demonstrate the use of correct grammar
  - Identify parts of speech
  - Use subject/verb agreement
  - Use correct promoun agreement and form
  - Use appropriate verb tenses
  - Use irregular verb forms
  - Use contractions
  - Use possessives

*W.7 Demonstrate Composition Skills identifies several writing activities suitable for developing skill in using correct grammar.

The following Learning Strategies provide specific activities on the use of correct grammar.

(Parts of Speech)

- I.5 Housing
  - D. Utilities 1
- I.10 Automobiles
  - C. Mileage/Gas Consumption 4
  - G. Auto Emergencies 1
- II.2 Transportation & Travel
  - C. Types of transportation 2
- II.5 Community Agencies & Services
  - H. Permit & License 1
  - I. Newspaper 4,5,6
- III.5 Health Maintenance
  - C. Food 1Storage 1

## BASIC SKILL:WRITING

Demonstrate the use of correct grammar
Identify parts of speech
Use subject/verb agreement
Use correct promoun agreement and form
Use appropriate verb tenses
Use irregular verb forms
Use contractions
Use possessives

## RELATED LIFE SKILL LEARNING STRATEGIES

IV.1 Finding a Job
  A. Government Forms 1

V.4 U.S. Government Systems
  B. State Government 2

(Verb Tense)
I.1 Measures
  E. Recipes 2,4

I.3Purchasing Goods & Services
  F. Coin Operated Machines 3

I.5 Housing
  G. Home Maintenance 1,4

I.8 Care & Upkeep of Personal Possessions
  B. Clothing Care Labels 2

II.5 Community Agencies & Services
  I. Newspaper 3

IV.1 Finding a Job
  A. Government Forms 1

W.6. Demonstrate the use of correct sentence structure
  Distinguish between a sentence and a phrase
  Identify subject and predicate
  Recognize four kinds of sentences (Dec., Inter., Imp., Excl.)
  Identify types of sentences (simple, compound, complex)
  Use modifiers

*W.7 Demonstrate Composition Skills identifies several writing activities suitable for developing skill in using correct sentence structure.

The following Learning Strategies provide specific activities on use of sentence structure.

(Distinguish between phrase & sentence)

II.1 Telephone
  A. Directory 5
  E. Telegrams 2
  G. Messages 2,3,4

II.3 Time
  B. Calendar

II.5 Community Agencies & Services
  I. Newspaper 2

IV.1 Finding a Job
  A. Government Forms

IV.4 Keeping a Job
  A. Behavior & Attitudes 1
  E. Communications 1,2

(Use Modifiers)
I.5 Housing
  G. Home Maintenance 3

I.8 Care & Upkeep of Personal Possessions
  B. Clothing Care Labels 1

I.10 Automobiles
  F. Automobile Maintenance 4

IV.4 Keeping a Job
  A. Behavior & Attitudes 3

# BASIC SKILL: WRITING

# RELATED LIFE SKILL LEARNING STRATEGIES

W.7. Demonstrate composition skills
Write a sentence

I.5 Housing
- G. Home Maintenance 4,5
- H. Theft & Fire Prevention 7

I.8 Care & Upkeep of Personal Possessions
- C. Product Operating Instructions 2,5
- D. Home Maintenance 2

I.9 Banking
- D. Loans 4

I.10 Automobiles
- A. Signs 5,6
- B. Drivers License 3,4
- F. Auto Emergencies 1

II.5 Community Agencies & Services
- I. Newspaper 7

III.2 Medical & Dental Forms
- A. History Forms 3

III.3 Medications
- A. Identification 2

III.4 Health & Safety Procedures
- C. First Aid 5
- D. Drugs, Tobacco, Alcohol 4

III.5 Health Maintenance
- B. Balanced Diet 2
- D. Dental Health Practices 3
- E. Cleanliness
- G. Parenting 1
- H. Mental Well-being Practices 3,4

IV.1 Finding a Job
- G. Behavior & Attitudes 1
- I. Interests & Attitudes 1,2

IV.2 Wages, Benefits, Unions
- B. Employee Organizations 3,5

IV.3 Workplace Safety
- A. Safety Signs 1

V.4 U.S. Government Systems
- B. State Government 3

Write a paragraph

I.1 Measures
- C. Maps, Distance, Graphs 5
- F. Product Containers 3

I.5 Housing
- C. Lease & Rental Agreements 2,3

I.6 Money Management
- A. Budgets 5,8
- B. Major Purchases 3

I.7 Consumer Protections
- B. Confronting Fraudulent Tactics 3

I.8 Care & Upkeep of Personal Possessions
- A. Clothing Care Labels 3
- C. Product Operating Instructions 7,8
- D. Home Maintenance 2

## BASIC SKILL:WRITING

## RELATED LIFE SKILL LEARNING STRATEGIES

Write a paragraph

I.9 Banking
    D. Loans 5

I.10 Automobiles
    B. Drivers License 5
    G. Auto Emergencies 7
    H. Auto Insurance 6

II.4 Post Office
    D. Lost Mail 5

II.5 Community Agencies & Services
    D. Medical Facilities 3,7

III.1 Medical Assistance
    B. Medical Appointments 5,6

III.2 Medical & Dental Forms
    B. Immunization Forms 4
    C. Insurance Forms 5

III.3 Medications
    B. Labels 3
    C. Different Types 3,4
III.4 Health & Safety Procedures
    B. Accident Prevention 7
    D. Drugs, Tobacco, Alcohol 7,8,9

III.5 Health Maintenance
    D. Dental Health Practice 6
    G. Parenting 5

III.6 Major Health Problems
    C. Causes 1

IV.1 Finding a Job
    B. Application & Resumes
    E. Job Interview 2

IV.2 Wages, Benefits, Unions
    C. Contracts/Union Agreements 2,3

IV.3 Workplace Safety
    B. Safety Manuals 1

V.1 Voting
    B. Candidates 5
    C. Voting Registration 7
    D. Ballots 4

V.2 Personal Rights & Responsibilities
    A. Ordenances 4

V.4 U.S. Government Systems
    B. State Government 8

Develop a simple outline (topical, phrase, sentence)

II.1 Telephone
    G. Messages 3,4

III.2 Medical & Dental Forms
    B. Immunization Forms 3
    C. Insurance Forms 3

IV.1 Finding a Job
    A. Government Forms 7
    B. Applications & Resumes 5

*See the Community Materials listings for free materials which can be utilized to develop simple outlines.

# BASIC SKILL:WRITING

Construct a personal letter
Construct a business letter
Use basic proofreading skills

# RELATED LIFE SKILL LEARNING STRATEGIES

(Personal Letter)

- I.1 Measures
  - C. Maps, Distance, Graphs 8
- II.6 Leisure Time
  - C. Vacations 2
- V.1 Voting
  - B. Candidates 8

(Business letter)

- I.3 Purchasing Goods & Services
  - B. Charge Accounts 2
- I.5 Housing
  - A. Kinds of Housing 5
  - H. Home Theft & Fire Prevention
- I.6 Money Management
  - C. Bills/Credit Reports 2
- I.7 Consumer Protection
  - B. Confronting Fraudulent Tactics 4
  - C. Defective & Inappropriate Merchandise 5
- I.8 Care & Upkeep of Personal Possessions
  - E. Obtaining Repairs 3
- II.5 Community Agencies & Services
  - E. Educational Services 3
- IV.1 Finding a Job
  - B. Applications & Resumes 4
  - C. Job Ads 4
- IV.2 Wages, Benefits, Unions
  - B. Employee Organizations 7
- IV.3 Workplace Safety
  - A. Safety Signs 4
- IV.4 Keeping a Job
  - E. Communication 3
- V.2 Personal Rights & Responsibilities
  - A. Ordinances 5
- V.4 U.S. Government Systems
  - A. Local Government 6
  - B. State Government 7

## BASIC SKILL:MATH

MATHEMATICS - The student will:

M.0. Demonstrate precomputational skill
- Recognize numerals
- Establish one-to-one correspondence
- Demonstrate place value
- Read numerals
- Write and identify numerals
- Explain math vocabulary

## RELATED LIFE SKILL LEARNING STRATEGIES

(Demonstrate place value)

I.1 Measures
- D. Temperature 1,3

I.2 Money
- A. Coins & Currency 1,5

I.9 Banking
- A. Savings & Checking Accounts 2

II.1 Telephone
- F. Pay Phone 1

II.5 Community Agencies & Services
- H. Permit & License 6

(Recognize & read numerals)

I.2 Money
- A. Coins & Currency 7,8

I.3 Purchasing Goods & Services
- F. Coin Operated Machines 2

I.5 Housing
- D. Utilities 1

I.10 Automobiles
- C. Mileage & Gas Consumption 5

II.3 Time
- A. Clock 1
- B. Calendar

III.1 Medical Assistance
- B. Medical Appointments 2

(Write & identify numerals)

I.2 Money
- A. Coins & Currency 1

I.3 Purchasing Goods & Services
- B. Charge Accounts 4

I.5 Housing
- A. Kinds of Housing 3
- D. Utilities 1,3

I.8 Care & Upkeep of Personal Possessions
- E. Obtaining Repairs 2

I.9 Banking
- A. Savings & Checking Accounts 1,2

II.3 Time
- A. Clock 2,4,5
- B. Calendar 1,2

III.5 Health Maintenance
- C. Food Storage 4

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M.1. Compute using whole numbers
- Add whole numbers
- Subtract whole numbers

(Add whole numbers)

I.1 Measures
- C. Maps, Distance Graphs 7,9

I.9 Banking
- A. Savings & Checking Accounts 1

III.5 Health Maintenance
- B. Balanced Diet 1

(Subtract whole numbers)

I.1 Measures
- D. Temperatures

I.10 Automobiles
- H. Auto Insurance 3

## BASIC SKILL:MATH

Multiply whole numbers
Divide whole numbers
Perform multiple operations using whole numbers
Estimate and round whole numbers
Solve whole number word problems

## RELATED LIFE SKILL LEARNING STRATEGIES

III.5 Health Maintenance
    D. Dental Health Practices 5

*See also M.2 Decimals for money situations.

(Multiply whole numbers)
I.1 Measures
    E. Recipes

I.10 Automobiles
    H. Auto Insurance 3

III.3 Medications
    B. Labels 4

(Divide whole numbers)

I.4 Comparison Shopping
    D. Unit Pricing 5

III.3 Medications
    B. Labels 5

(Perform multiple operations using whole numbers)
I.8 Care & Upkeep of Personal Possessions
    E. Obtaining Repairs 2

I.9 Banking
    A. Savings & Checking Accounts 4,5
    C. Interest 1

I.10 Automobiles
    C. Mileage & Gas Consumption 5

II.2 Money
    A. Coins & Currency 3,4

II.5 Community Agencies & Services
    E. Signs & Directories 2

II.6 Leisure Time
    A. Recreational Activities 3,4

III.3 Medications
    A. Identification 4

IV.2 Wages, Benefits, Unions
    A. Paychecks, Deductions, Benefits 2

(Estimate & round whole numbers)
I.5 Housing
    D. Utilities 6
    G. Home Maintenance 6

I.10 Automobiles
    H. Auto Insurance 5

III.5 Health Maintenance
    B. Balanced Diet 1

(Solve whole number word problems)

I.5 Housing
    B. Classified Ads 3
    C. Lease & Rental Agreements 1

I.6 Money Management
    A. Budgets 3

I.9 Banking
    A. Savings & Checking Accounts 1

# BASIC SKILL:MATH

# RELATED LIFE SKILL LEARNING STRATEGIES

Solve whole number word problems

I.10 Automobiles
    C. Mileage & Gas Consumption 4
    E. Auto Insurance 3,5

II.6 Leisure Time
    B. TV & Theater 5
    C. Vacations 1,3,5,6

III.5 Health Maintenance
    C. Food Storage 3
    D. Dental Care 5

V.3 Taxation
    B. Sales Tax 1

*See also M.2 Decimals for money problems.

---

M.2. Compute using decimal fractions
    Add decimal fractions
    Subtract decimal fractions
    Multiply decimal fractions
    Divide decimal fractions
    Perform multiple operations using decimal fractions

(General)
I.2 Money
    A. Coins & Currency 1,2

I.3 Purchasing Goods & Services
    E. Coupons 1,2
    F. Coin Operated Machines 2

(Add decimal fractions)
I.10 Automobiles
    E. Purchasing a Car 3

IV.2 Wages, Benefits, Unions
    A. Paychecks, Deductions, Benefits 3

(Subtract decimal fractions)
I.10 Automobiles
    C. Mileage & Gas Consumption 2,4

II.3 Time
    A. Clock 3

III.1 Medical Assistance
    A. Symptoms 2

(Multiply decimal fractions)
III.2 Medical & Dental Forms
    C. Insurance Forms 2

(Divide decimal fractions)
I.4 Comparison Shopping
    D. Unit Pricing 5

(Perform multiple operations using decimal fractions)
I.3 Purchasing Goods & Services
    D. Catalog Buying 5

II.2 Transportation & Travel
    C. Types of Transportation 4

II.3 Time
    A. Clock 6,7,8

II.4 Post Office
    B. Postal Rates 2
    C. Postal Forms 3

## BASIC SKILL:MATH

Convert decimal fractions to common fractions or percents
Estimate and round decimal fractions
Solve decimal fractions word problems

## RELATED LIFE SKILL LEARNING STRATEGIES

- III.5 Health Maintenance
  - G. Parenting 2,3,4
- IV.4 Keeping a Job
  - C. Signs, Charts, Forms, Directions 1
- V.3 Taxation
  - B. Sales Tax 1

(Convert decimals to fractions)

- I.7 Consumer Protection
  - A. Food Labels 4
- IV.4 Keeping a Job
  - C. Signs, Forms, Charts 1

(Estimate & round decimals)

- I.2 Money
  - A. Coins & Currency 3,4,5
- I.6 Money Management
  - B. Major Purchases 1

(Solve decimal word problems)

- I.2 Money
  - A. Coins & Currency 6
- I.5 Housing
  - D. Utilities 2,4
- I.6 Money Management
  - C. Bills, Credit Reports 1
- I.10 Automobiles
  - C. Mileage & Gas Consumption 5
  - F. Auto Maintenance 3
  - I. Auto Insurance
- II.1 Telephone
  - D. Billing 2
  - E. Telegrams 2
  - F. Payphone 1
- II.2 Transportation & Travel
  - C. Types of Transportation 3,4
- II.5 Community Agencies & Services
  - D. Schedules & Fares 2
  - E. Signs & Directions 2
- II.6 Leisure Time
  - C. Vacations
  - D. Restaurants
- III.3 Medications
  - A. Identification 4
- III.4 Health & Safety Procedures
  - D. Drugs, Tobacco, Alcohol 9
- IV.2 Wages, Benefits, Organizations 6

## BASIC SKILL:MATH

## RELATED LIFE SKILL LEARNING STRATEGIES

M.3. Compute using fractions
- Recognize fractional amounts
- Understand fraction vocabulary
- Add common or mixed fractions
- Subtract common or mixed fractions
- Multiply common or mixed fractions
- Divide common or mixed fractions
- Perform multiple operations using fractions
- Convert common or mixed fractions to decimal fractions or percents
- Solve fractions word problems

(Recognize fractional amounts)
I.1 Measures
    E. Recipes 1

(Understand fraction vocabulary)
I.1 Measures
    E. Recipes 1

I.10 Automobiles
    C. Mileage & Gas Consumption 1

(Add common or mixed fractions)

II.6 Leisure Time
    B. TV & Theater 1

(Multiply common or mixed fractions)
I.1 Measures
    E. Recipes 4

(Perform multiple operations using fractions)
I.1 Measures
    E. Recipes 1,4

I.10 Automobiles
    C. Mileage & Gas Consumption 1

IV.4 Keeping a Job
    C. Signs, Charts Forms 1

(Solve fraction word problems)
II.6 Leisure Time
    B. TV & Theater

IV.2 Wages, Benefits, Unions
    A. Paychecks/Deductions 5

M.4. Compute using percents
- Apply a percent to determine amount of discount
- Apply a percent in a context not involving money
- Calculate percents
- Convert percents to common, mixed, or decimal fractions
- Calculate interest
- Solve percent word problems

I.3 Purchasing Goods & Services
    B. Charge Accounts 3

I.4 Comparison Shopping
    C. Discounts 2,4

I.5 Housing
    F. Loans & Insurance 7,8

I.6 Money Management
    A. Budgets 6,7

I.9 Banking
    C. Interest 1,3,4,5,6
    D. Loans 3

I.10 Automobiles
    E. Purchasing a Car 7

II.1 Telephone
    D. Billing 2

II.5 Community Agencies & Services
    I. Newspapers 11

II.6 Leisure Time
    D. Restaurants 1

III.5 Health Maintenance
    D. Dental Health Practices 5

IV.2 Wages, Benefits, Unions
    A. Paychecks, Deductions 5

## BASIC SKILL:MATH

## RELATED LIFE SKILL LEARNING STRATEGIES

M.5. Use expressions, equations, or formulas
    Recognize or evaluate simple consumer formulas
    Recognize or evaluate simple geometric formulas
    Recognize or evaluate simple algebraic formulas

I.1 Measures
    D. Temperature 4

M.6. Use measurement
    Convert U.S. Customary and Standard International Metric System of measurement
    Measure linear dimensions, geometric shapes, or angles
    Measure area and volume of geometric shapes
    Use measurement instruments
    Interpret scale drawings
    Calculate with units of time

(Convert US Standard and Metric)
I.1 Measures
    A. English & Metric System 1,3

I.4 Comparison shopping
    D. Unit Pricing 3

(Measure linear dimensions, geometric shapes, or angles)
I.1 Measures
    A. English & Metric 2
    B. Measures & Formulas 1,2,3,4,5,6,8,9
    C. Maps, Distance, Graphs 7,8
    F. Product Containers 1

I.10 Automobiles
    A. Signs 1

(Measure area & volume)
I.1 Measures
    B. Measures & Formulas 2,5,6,7

(Use Measurement Instruments)
I.1 Measures
    D. Temperature 1,2,4

II.1 Telephone
    Time Zone 1,2

III.1 Medical Assistance
    A. Symptoms 2

(Interpret Scale Drawings)
*See also MAPS (page___)

I.1 Measures
    C. Maps, Distance, Graphs 7,8

II.5 Community Agencies & Services
    G. Library 4

III.4 Health & Safety Procedures
    B. Accident Prevention 2

(Calculate with units of time)
II.1 Telephone
    C. Time Zones 1,2

II.3 Time
    A. Clock 1,2,3,4,6,8,9

II.6 Leisure Time
    C. Vacations 6

III.5 Health Maintenance
    C. Food Storage 3

IV.1 Finding a Job
    A. Government Forms 6
    B. Applications & Resumes 2

IV.4 Keeping a Job
    C. Signs, Forms 1

| BASIC SKILL:MATH | RELATED LIFE SKILL LEARNING STRATEGIES |
|---|---|
| Solve measurement problems | (Solve Measurement Problems)<br>I.1 Measures<br>F. Product Containers 3<br>I.5 Housing<br>G. Home Maintenance 6<br>II.4 Post Office<br>B. Postal Rates 4 |
| W.7. Interpret data from graphs or compute averages<br>Interpret data given in bar graph<br>Interpret data given in a picture graph<br>Interpret data given in a circle graph | I.1 Measures<br>C. Maps, Distance, Graphs 6,7,8<br>D. Temperature 3<br>F. Product Containers 2<br>G. Clothing 2<br>I.3 Purchasing Goods & Services<br>B. Charge Accounts 3<br>I.4 Comparison Shopping<br>C. Discounts 2,4<br>I.6 Money Management<br>A. Budgets 4,6<br>I.8 Care & Upkeep of Personal Possessions<br>B. Clothing Care Labels 5<br>I.10 Automobiles<br>C. Mileage & Gas Consumption 3<br>E. Purchasing a Car 6<br>F. Auto Maintenance 1<br>H. Auto Insurance 5<br>II.6 Leisure Time<br>C. Vacations 6<br>III.1 Medical Assistance<br>A. Symptoms 1<br>III.3 Medications<br>A. Identification 2<br>C. Different Types 1<br>III.4 Health & Safety Procedures<br>A. Warnings 2<br>D. Drugs, Tobacco, Alcohol 8<br>III.5 Health Maintenance<br>G. Parenting 4,5<br>IV.4 Keeping a Job<br>C. Signs, Charts 2,3,4<br>D. Responsibilities 1<br>V.1 Voting<br>B. Candidates 2,10<br>C. Voter Registration 3<br>D. Ballot 6<br>V.3 Taxation<br>A. Income Tax 6<br>V.4 U.S. Government Systems<br>C. Federal Government 2 |

## BASIC SKILLS

The following is the scope and sequence for the basic skills in listening, reading, writing, and math. Students are pretested to determine basic skill needs. Individual learning plans are developed to address identified needs which would be selected from the listing below.

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## BASIC SKILL:LISTENING

LISTENING - The student will:

L.1. Listen to recognize words
  - Distinguish auditory clues (rhythm, pattern)
  - Identify and distinguish sounds
  - Distinguish words
  - Recognize rhyming words

L.2. Listen to develop vocabulary
  - Identify word meanings
  - Apply context clues

L.3. Listen to synthesize information
  - Follow directions
  - Determine main idea
  - Recall factual detail
  - Discriminate between main ideas and details
  - Take notes
  - Organize ideas in a logical order
  - Evaluate information

## RELATED LIFE SKILL LEARNING STRATEGIES

LIFE SKILLS for LISTENING

I.6 Money Management
  C. Bills/Credit Reports 2

I.8 Care & Upkeep of Personal Possessions
  A. Product Guarantees & Warranties 1, 2, 3, 5
  D. Home Maintenance 4

I.10 Automobiles
  G. Automobile Emergencies 2

II.1 Telephone
  A. Directory Assistance 6
  B. Emergency Calls
  D. Billing 2
  G. Telephone Messages 2

II.2 Transportation & Travel
  A. Directions 2, 3, 4

II.5 Community Agencies & Services
  B. Emergency Help 1

II.6 Leisure Time
  A. Recreational Facilities
  C. Vacations 1, 2

III.1 Medical Assistance
  A. Symptoms 3
  B. Medical Appointments 4,5

III.3 Medications
  A. Identification

III.4 Health & Safety Procedures
  C. First Aid 1

III.5 Health Maintenance
  B. Balanced Diet 2, 4, 6
  C. Food Storage 6
  D. Dental Health 1

IV.1 Finding a Job
  E. Job Interviews 1, 2

IV.4 Keeping a Job/Getting a Promotion
  E. Communications 2

V.1 Voting
  A. Qualifications 1
  C. Registration 1

# BASIC SKILL:SPEAKING

SPEAKING - The student will:

S.1. Speak to be understood
    Speak clearly
    Use inflection
    Use standard English grammar

S.2. Speak to get and give information
    Give information about self
    Ask a question
    Answer a question
    Provide factual detail
    Relate detail in logical sequence
    Give directions

S.3. Speak to explain
    Articulate a problem
    Paraphrase, summarize information

S.4. Speak effectively
    Describe feelings
    Express an opinion
    Persuade

# RELATED LIFE SKILL LEARNING STRATEGIES

LIFE SKILLS for SPEAKING

I.8 Care & Upkeep of Personal Possessions
    A. Product Guarantees & Warrantees 1,5

I.10 Automobiles
    G. Auto Emergencies

II.1 Telephone
    A. Directions 6
    B. Emergency Calls 2
    D. Billing 2
    E. Telegrams 1
    F. Pay Phone 1
    G. Telephone Messages 2

II.2 Transportation & Travel
    A. Directions 2

II.4 Post Office
    D. Lost Mail 1
    E. Money Orders 4

II.5 Community Agencies & Services
    B. Emergency Help 1
    D. Medical Facilities 5
    F. Educational Services 5
    J. Child Care Services 4,5

II.6 Leisure Time
    C. Vacations 1,5

III.1 Medical Assistance
    A. Symptoms 3
    B. Medical Appointments 4,5

III.2 Medical & Dental Forms
    A. History Forms 1, 2
    B. Immunizations 1, 2
    C. Insurance Forms 1, 2

III.3 Medication
    A. Identification 3, 7, 9

III.4 Health & Safety Procedures
    B. Accident Prevention 1, 2
    C. First Aid 1, 4

III.5 Health Maintenance
    B. Balanced Diet 4
    C. Food Storage 6
    D. Dental Health Practice 1

III.6 Major Health Problems
    A. Major Disease 2
    B. Symptoms 1

IV.1 Finding a Job
    B. Applications & Resumes 4
    E. Job Interview 1, 2, 3

IV.2 Wages, Benefits, Unions
    A. Paychecks, Deductions, Benefits 7, 8

V.1 Voting
    B. Candidates 9
    C. Voter Registration & Qualifications 1, 3, 4
    D. Ballot 7

V.2 Personal RTs & Responsibilities
    A. Ordinances 1, 3
    B. Legal Advice 3,4
    D. Door to Door Sales 1
    E. Traffic Tickets 2

V.4 US Government Symptoms
    B. State Government 2, 6
    C. Federal Government 2

## BASIC SKILL:READING

READING - The student will:

R.1. Demonstrate reading readiness
- Recognize alphabet
- Recognize numerals
- Demonstrate left to right progression
- Identify basic sight vocabulary
- Discriminate visual clues
- Discriminate auditory clues (rhythm, pattern)
- Demonstrate directional vocabulary (oral) - (i.e., under, through, first, last)
- Sequence pictures
- Establish sound symbol relationship

## RELATED LIFE SKILL LEARNING STRATEGIES

*The Project MAPP Vocabulary Booklet I presents many activities suitable for developing reading readiness (see pp 70-76 for activities)

I.1 Measures
- C. Maps, Distance, Graphs 3,4
- D. Temperature 1
- E. Recipes 2,4

I.2 Money
- A. Coins & Currency 1,7,8

I.5 Housing
- A. Kinds of Housing

1.9 Banking
- A. Savings & Checking Accounts

I.10 Automobiles
- A. Signs 1,2,3
- B. Drivers License 2
- F. Automobile Maintenance

II.1 Telephone
- Directory 1,8
- Time Zones 1

II.2 Transportation & Travel
- A. Directions 1,2,3

II.4 Post Office
- A. Addresses

II.5 Community Agencies & Services
- E. Signs & Directories
- I. Newspaper 6

II.6 Leisure Time
- C. Vacations 2

IV.3 Work place Safety
- A. Safety Signs 1,4

V.1 Voting
- A. Political Process 1

R.2. Read using word recognition skills

R.2.1 Analyze phonetically
- Identify initial consonants
- Identify final consonants
- Identify long and short vowels
- Identify letter combinations
- Identify word patterns

(Analyze Phonetically)
*The Project MAPP Vocabulary Booklet I Presents many word lists and activities suitable to develop and practice word recognition skills.

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## BASIC SKILL:READING

## RELATED LIFE SKILL LEARNING STRATEGIES

R.2.2 Analyze structurally
- Recognize root words
- Recognize prefixes
- Recognize suffixes
- Separate syllables
- Identify compound words
- Recognize possessives
- Recognize contractions
- Differentiate singular and plural words
- Recognize abbreviations

*Many of the Writing Activities would be suitable to introduce and practice structural analysis skills. (See W.7 Demonstrate Composition Skills)

(Abbreviations)

I.1 Measures
- C. Recipes 1,3,4
- F. Product containers 1

I.4 Comparison Shopping
- D. Unit Pricing 3

I.9 Banking
- D. Loans 4

II.2 Transportation & Travel
- D. Schedules & Fares 1

II.3 Time
- B. Calendar 1

II.4 Post Office
- A. Addresses 2,3

IV.1 Finding a Job
- B. Applications & Resumes 1,2,3
- C. Job Ads 2

R.2.3 Develop vocabulary
- Distinguish positional words (i.e. over, under)
- Use synonyms, antonyms, and homonyms
- Solve word analogies
- Utilize context clues
- Identify content related sight vocabulary

*See The Project MAPP Vocabulary Booklet I for basic skill and life related word list.

(Positional Words)

I.3 Purchase Goods & Services
- F. Coin Operated Machines 4

I.10 Automobile
- F. Auto Maintenance 2

II.1 Telephone
- C. Time Zone 1

II.2 Transportation & Travel
- A. Directions 1

II.3 Time
- B. Calendar 4

II.6 Leisure Time
- C. Vacations 1,2

III.1 Medical Assistance
- B. Medical Appt. 2

## BASIC SKILL:READING

R.2.3 Develop vocabulary
Distinguish positional words (i.e. over, under)
Use synonyms, antonyms, and homonyms
Solve word analogies
Utilize context clues
Identify content related sight vocabulary

## RELATED LIFE SKILL LEARNING STRATEGIES

(Synonyms, Antonyms, Homonyms)
I.1 Weights & Measures
- D. Temperature 1,3

I.3 Purchasing Goods & Services
- G. Locating Consumer Goods 1

I.4 Comparison Shopping
- A. Ads, Labels, & Charts 1,2

I.5 Housing
- E. Renter and Landlord Rights 3

I.8 Care & Upkeep of Personal Possessions
- B. Clothing Care Labels 1

II.5 Community Agencies & Services
- I. Newspapers 10

(Content related sight vocabulary)
II.1 Telephone
- D. Billing

III.1 Medical Assistance
- B. Medical Appointments 1

III.3 Medication
- B. Labels 2

III.4 Health & Safety Procedures
- A. Warnings 1

III.5 Health Maintenance
- A. Nutritional Info 2
- C. Food Storage 2

IV.1 Finding a Job
- A. Government Forms 4

V.2 Personal Rights & Responsibilities
- E. Traffic Tickets 1

R.3. Read using comprehension skills
Recognize punctuation signals (.,!?)

*Most of the following Reading Comprehension activities could be utilized to practice recognition of puncuation skills.

## BASIC SKILL:READING

Classify information

## RELATED LIFE SKILL LEARNING STRATEGIES

- I.3 Purchasing Goods & Services
  - A. Ways to Buy 1
  - E. Coupons 1
  - F. Coin Operated Machines 1
  - G. Locating Consumer Goods 2,3
- I.4 Comparison Shopping
  - D. Unit Pricing 2
- I.5 Housing
  - A. Kinds of Housing 1,2,5
  - E. Renter, Landlord Rights 1,2
  - F. Loans & Insurance 5,6
  - G. Home Maintenance 2
  - H. Theft & Fire Prevention 1,2,6
- I.8 Care & Upkeep of Personal Possessions
  - D. Home Maintenance 1
- I.10 Automobiles
  - A. Signs 5
  - G. Auto Emergencies 4
  - H. Insurance 2
- II.2 Transportation & Travel
  - C. Types 1,3
- II.6 Leisure Time
  - B. Television 1
  - D. Restaurants 1
- III.1 Medical Assistance
  - B. Medical Symptoms 6
- III.2 Medical & Dental Forms
  - A. History forms 5
- III.4 Medical & Safety Procedures
  - A. Warnings 2
- III.5 Health Maintenance
  - A. Nutritional Info 1
  - D. Dental/Health Practices 2
- IV.1 Finding a Job
  - F. Skills & Education 2
- IV.2 Wages, Benefits, Unions
  - B. Employee Organizations 1,4
- V.1 Voting
  - B. Candidates 4
- V.3 Taxation
  - B. Sales Tax 1

# BASIC SKILL:READING

# RELATED LIFE SKILL LEARNING STRATEGIES

Define main idea

*Most life related community material can be utilized to address main idea/supporting detail. (See the Community Materials section for suggested free materials)

I.3 Purchasing Goods & Services
    E. Coupons 1
    G. Locating Consumer Goods 6

I.5 Housing
    E. Renter & Landlord Rights 5,6

I.6 Money Management
    A. Budgets 7,8

I.7 Consumer Protection
    B. Confronting Fraudulent Tactics 3

I.8 Care & Upkeep of Personal Possessions
    A. Product Guarantees & Warranties 3

I.10 Automobiles
    B. Driver's License 4

II.1 Telephone
    E. Telegrams 1,2

II.5 Community Agencies & Services
    D. Medical Facilities 5,6
    I. Newspapers 3,18,19

II.6 Leisure Time
    D. Restaurants 1

III.4 Health & Safety Procedures
    D. Drugs, Tobacco, Alcohol 6

III.5 Health Maintenance
    D. Dental Health Practices 6

III.6 Major Health Problems
    C. Causes 2

V.1 Voting
    A. Political Process 7

Identify supporting details
Recall details

*Most life related community material can be utilized to address supporting details (See the Community Materials section for suggested free materials).

I.5 Housing
    H. Home Theft & Fire Protection 1

I.7 Consumer Protection
    A. Food Packaging Labels 2,3
    C. Defective & Inappropriate Merchandize 6,7,8

I.9 Banking
    D. Loans 5

I.10 Automobiles
    E. Purchasing a Car 7
    G. Auto Emergencies 2

II.1 Telephone
    A. Directory 7
    D. Billing 1,2
    G. Telephone Message 2

## BASIC SKILL:READING

## RELATED LIFE SKILL LEARNING STRATEGIES

Identify supporting details
Recall details

II.5 Community Agencies & Services
- F. Education Services 5
- H. Permit & License 5
- I. Newspaper 3,8,9
- J. Child Care Service 1

II.6 Leisure Time
- B. Television & Theater 4

III.5 Health Maintenance
- F. Family Planning 2

III.6 Major Health Problems
- A. Major Diseases 3

V.1 Voting
- A. Political Process 1,6
- B. Candidates 3
- D. The Ballot 7

V.2 Personal Rights & Responsibilities
- C. Small Claims Court 2

V.4 Government Systems
- B. State Government 5,6

Develop sequences

I.4 Comparison Shopping
- B. Best Buy 1

I.5 Housing
- E. Renter/Landlord Rights 6
- G. Home Maintenance 4

I.8 Care & Upkeep of Personal Possessions
- A. Product Guarantees/Warrantees 5
- B. Clothing Care Labels 6
- C. Product Operating Instructions 5

I.10 Automobiles
- B. Driver's License 2
- E. Purchasing a Car 2
- G. Auto Maintenance 5

II.1 Telephone
- G. Telephone Messages 2

II.2 Transportation & Travel
- A. Directions 5,7

II.3 Time
- A. Clock
- B. Calendar

II.5 Community Agencies & Services
- A. Local Resources 1
- B. Emergency Help 1
- G. Library 2
- H. Permit & License 4
- I. Newspaper 6

III.4 Health & Safety Procedures
- C. First Aid 2

IV.1 Finding a Job
- A. Government Forms 6

IV.2 Wages, Benefits, Unions
- C. Contract & Union Agreements 3

IV.3 Workplace Safety
- B. Safety Manuals 2
- C. Safety Procedures 1,2

## BASIC SKILL:READING

## RELATED LIFE SKILL LEARNING STRATEGIES

Develop sequences

V.1 Voting
  A. Political Process 1,2

V.2 Personal Rights & Responsibilities
  E. Traffic Tickets 2

Make inferences

*In addition to the following Learning Strategies Activities, many community materials can be used to develop skill in making inferences (See the Community Materials section).

I.4 Comparison Shopping
  A. Advertisements, Labels 2,4

I.5 Housing
  A. Kinds of Housing 2

I.8 Care & Upkeep of Personal Possessions
  C. Operating Instructions 3,5,6
  D. Home Maintenance

II.4 Post Office
  A. Addresses 1

II.5 Community Agencies & Services
  B. Emergency Help 1
  E. Signs & Directories 3
  I. Newspaper 2,3,4,6,9,10

II.6 Leisure Time
  B. Television & Theater 4
  C. Vacations 4,5
  D. Restaurants 4

III.1 Medical Assistance
  A. Symptoms 5

III.3 Medications
  A. Identification 9
  C. Different Types 3

III.4 Health & Safety Procedures
  A. Warnings 2,3
  B. Accident Preventions
  D. Drugs, Tobacco, Alcohol 3,4,7,9

III.5 Health Maintenance
  C. Food Storage 6
  E. Cleanliness 5
  H. Mental well being practices 2,3

IV.1 Finding a Job
  C. Job Ads 3
  E. Job Interview 2,3
  G. Behavior & Attitudes 1

IV.4 Keeping a Job
  A. Behavior & Attitudes 1

V.1 Voting
  A. Political Process 5,9,10,11
  B. Candidates 5,7

## BASIC SKILL:READING

Compare/contrast information

## RELATED LIFE SKILL LEARNING STRATEGIES

- I.1 Weights & Measures
    - F. Product Containers 2
- I.3 Purchasing Goods & Services
    - A. Ways to Buy 1,2,3
    - B. Charge Accounts 2
    - D. Catalog Buying 2,7
    - E. Coupons 1,2
    - G. Locating Consumer Goods 4
- I.4 Comparison Shopping
    - A. Ad, Labels, & Charts 3
    - B. Best Buy 1,2
    - C. Discounts 5
    - D. Unit Pricing 1,4
- I.5 Housing
    - B. Kinds of Housing 2,4
    - D. Utilities 4
    - E. Renter/Landlord Rights 2
- I.6 Money Management
    - B. Major Purchases 2,4,5,6
- I.7 Consumer Protection
    - A. Food Packaging Labels 1
- I.8 Care & Upkeep of Personal Possessions
    - B. Clothing Care Labels 1,5.6
    - D. Home Maintenance 3
- I.9 Banking
    - A. Savings & Checking Accounts 3,5
    - D. Loans 2
- I.10 Automobiles
    - C. Mileage/Gas Consumption 3
    - F. Auto Maintenance 4
    - H. Auto Insurance 4
- II.1 Telephone
    - A. Directory 6
    - E. Telegrams 1
- II.2 Transportation & Travel
    - C. Types of Transportation 4
    - D. Schedules/Fares 2
- II.4 Post Office
    - B. Postal Rates 3
- II.5 Community Agencies & Services
    - I. Newspapers 5
    - J. Child Care 2
- II.6 Leisure Time
    - A. Recreational Facilities 1
    - B. Television & Theater 1
    - C. Vacations 5,6
- III.3 Medications
    - A. Identification 1
- III.4 Health & Safety Procedures
    - D. Drugs, Tobacco, Alcohol 2,3
- III.5 Health Maintenance
    - A. Nutritional Info 3,4
    - B. Balanced Diet 5,6
- IV.1 Finding a Job
    - C. Job Ads 3

| BASIC SKILL:READING | RELATED LIFE SKILL LEARNING STRATEGIES |
|---|---|
| Compare/contrast information | IV.2 Wages, Benefits, Unions<br>B. Employee Organizations 5<br>D. Employee Handbook 3<br>V.1 Voting<br>B. Candidates 2,7<br>V.4 U.S. Government Systems<br>C. Federal Government 3 |
| Distinguish fact from opinion | I.3 Purchasing Goods & Services<br>B. Charge Accounts 2<br>I.4 Comparison Shopping<br>A. Ads, Labels, Charts 4<br>I.6 Money Management<br>A. Budgets 8<br>B. Major Purchases 5<br>I.8 Care & Upkeep of Personal Possessions<br>E. Obtaining Repairs 3<br>I.10 Automobiles<br>E. Purchasing a Car 1<br>II.5 Community Agencies & Services<br>H. Permit & License 5<br>I. Newspapers 3,4,8,9<br>II.6 Leisure Time<br>A. Television & Theater 4<br>C. Vacations 4<br>III.5 Health Maintenance<br>A. Nutritional Info 4<br>D. Dental Health Practice 6<br>G. Parenting 5,6<br>H. Mental Well-being 2<br>IV.1 Finding a Job<br>E. Job Interview 2<br>G. Behavior & Attitudes 1<br>V.1 Voting<br>A. Political Process 5,10,11<br>B. Candidates 5,7,8,9<br>D. Ballot 4<br>V.4 Government Systems<br>C. Federal Government 4 |

## BASIC SKILL:READING

Distinguish cause from effect

## RELATED LIFE SKILL LEARNING STRATEGIES

- I.1 Measures
  - E. Recipes 2
- I.5 Housing
  - G. Home Maintenance 5
- I.7 Consumer Protection
  - B. Confronting Fraudulent Practices 3
- I.8 Care & Upkeep of Personal Possessions
  - B. Clothing Care Labels 3
  - C. Product Operating Instructions 6
  - D. Home Maintenance 2
- I.10 Automobiles
  - A. Signs 6
  - C. Mileage & Gas Consumption 1
  - F. Auto Maintenance 1
- II.3 Time
  - A. Clock 7
- II.4 Post Office
  - A. Addresses 1
- II.5 Community Agencies & Services
  - H. Permit & License 5
- III.3 Medications
  - B. Labels 3
  - C. Different Types 4
- III.4 Health & Safety Procedures
  - B. Accident Prevention
- III.5 Health Maintenance
  - B. Balanced Diet 2,4
  - C. Food Storage 1,5,6
  - D. Dental Health Practice 1,2
  - H. Mental Well Being Practices 3
- III.6 Major Health Problems
  - C. Causes 1,2
- IV.1 Finding A Job
  - A. Government Forms 2
- IV.2 Wages, Benefits, Unions
  - C. Contracts & Union Agreements 2
- IV.3 Workplace Safety
  - A. Safety Signs 1,3
- IV.4 Keeping a Job
  - A. Behavior & Attitudes 1
  - C. Signs, Charts, Forms, Written Directions
- V.1 Voting
  - C. Voter Registration & Qualifications 1
  - D. The Ballot 4
- V.2 Personal Rights & Responsibilities
  - A. Ordinances 4

# BASIC SKILL:READING

# RELATED LIFE SKILL LEARNING STRATEGIES

**Draw conclusions**

*See also R.3 Cause & Effect and Comparison/Contrast.

I.3 Purchasing Goods & Services
  B. Charge Accounts 5,6
  D. Catalog Buying 1,7

I.4 Comparison Shopping
  D. Discounts 2,5

I.5 Housing
  D. Utilities 5
  F. Loans & Insurance 3,4
  G. Theft & Fire Prevention 4

I.8 Care & Upkeep of Personal Possessions
  D. Home Maintenance 2

I.9 Banking
  A. Savings & Checking Accounts 1,5
  C. Interest 5
  D. Loans 4

I.10 Automobiles
  C. Mileage & Gas Consumption 3
  D. Maps 3
  E. Purchasing a Car 6
  H. Auto Insurance 5,7

II.1 Telephone
  D. Billing 2

II.2 Transportation & Travel
  C. Types of Transportation 1,3
  D. Schedules & Fares 2

II.5 Community Agencies & Services
  D. Medical Facilities 4
  H. Permit License 5
  I. Newspaper 7,9

II.6 Leisure Time
  C. Vacations 4

V.1 Voting
  A. Political Process 11
  B. Candidates 1,2,6,9
  C. Voter Registration & Qualifications

V.4 Government Systems
  C. Federal Government 2

**Summarize information**

I.1 Measures
  F. Product Containers 1

I.3 Purchasing Goods & Services
  G. Locating Consumer Goods 6

I.5 Housing
  D. Utilities 5,6,7

I.7 Consumer Protection
  C. Defective & Inappropriate Merchandise 1,2,3,4,8

## BASIC SKILL:READING

## RELATED LIFE SKILL LEARNING STRATEGIES

Summarize information

I.9 Banking
    A. Savings & Checking Accts 1
    C. Interest 2,4,5,6
    D. Loans 1,2,3,4,5,6

I.10 Automobiles
    B. Driver's License 1
    F. Auto Maintenance 1,3,4
    G. Auto Emergencies 3
    H. Auto Insurance 6

II.1 Telephone
    A. Directory 8
    E. Telegrams 2
    G. Telephone Messages 2

II.5 Community Services & Agencies
    D. Medical Facilities 6

III.1 Medical Assistance
    A. Symptoms 6
    G. Library 1

III.2 Medical & Dental Forms
    A. History Forms 4
    B. Immunization Forms 2

III.5 Health Maintenance
    A. Nutritional Information 1

III.6 Major Health Problems
    C. Causes 2

IV.1 Finding a Job
    A. Government Forms
    B. Applications & Resumes

IV.3 Workplace Safety
    C. Safety Procedures 3

V.1 Voting
    A. Political Process 3,4,6,7,8

V.4 Government Systems
    C. Federal Government 4

*See also R.3 Main Idea, Cause & Effect, 1Comparison/Contrast, Conclusions; M7 Charts & Graphs; R4 Following Directions (Forms)

Identify figurative language (idioms, similes, metaphors)

I.10 Automobiles
    E. Purchasing a Car

II.5 Community Services & Agencies
    I. Newspapers 8

II.6 Leisure Time
    B. Television/Theater 4
    C. Vacations 4
    D. Restaurants 2

V.1 Voting
    A. Political Process 9

## BASIC SKILLS

## RELATED LIFE SKILL LEARNING STRATEGIES

Make predictions

- I.5 Housing
  - G. Home Maintenance 2,5
  - H. Home Theft & Fire Prevention 2,3
- I.6 Money Management
  - A. Budgets 7
  - B. Major Purchases 1,2
- I.8 Care & Upkeep of Personal Possessions
  - B. Clothing Care Labels 6
  - D. Home Maintenance 2
- II.4 Post Office
  - A. Addresses 1
- II.5 Community Services & Agencies
  - I. Newspapers 7
- III.3 Medications
  - C. Different Types 4
- III.4 Health & Safety Procedures
  - A. Warnings 2
  - B. Accident Prevention 6
- III.5 Health Maintenance
  - B. Balanced Diet 2
- IV.1 Finding a Job
  - B. Job Interview 3
- V.1 Voting
  - B. Candidates 10
  - D. Ballot 4,6
- V.2 Personal Rights & Responsibilities
  - A. Forms & Ordinances 4

*See also R.3 Cause and Effect

Evaluate information

- I.3 Purchasing Goods & Services
  - A. Ways to Buy 2,3
  - B. Charge Accounts 4
- I.4 Comparison Shopping
  - A. Ads, Labels, & Charts 4
  - D. Unit Pricing 4
- I.5 Housing
  - B. Classified Ads 2,4
  - D. Utilities 6,7
  - E. Renter & Landlord Rights 5
- I.6 Money Management
  - B. Major Purchases 1
- I.8 Care & Upkeep of Personal Possessions
  - B. Clothing Care Labels 4
- I.10 Automobiles
  - E. Purchasing a Car 1,2,3,5,6,8
- II.5 Community Agencies & Services
  - D. Medical Facilities 4,5
  - F. Educational Services 6
  - J. Child Care Services 2,4

| BASIC SKILLS | RELATED LIFE SKILL LEARNING STRATEGIES |
|---|---|
| Evaluate information | II.6 Leisure Time<br>B. Recreational Facilities 2<br>D. Restaurants 4,6<br>III.3 Medications<br>A. Identification 5,6<br>III.4 Health & Safety Procedures<br>A. Warnings 3<br>V.1 Voting<br>B. Candidates 6<br>V.2 Personal Rights & Responsibilities<br>A. Ordinances 3,4<br>*See Also R.3 Drawing Conclusions |
| R.4. Apply study skills<br>Alphabetize words | *See Vocabulary Booklet I for additional alphabetizing activities and word lists.<br>I.3 Purchasing Goods & Services<br>D. Catalog Buying 1,3,4,5<br>I.7 Consumer Protection<br>C. Defective & Inappropriate Merchandise 7<br>II.1 Telephone<br>A. Directory 1,2,3,4,5,8,9<br>B. Emergency Calls 1<br>II.5 Community Services & Agencies<br>E. Signs & Directories 1<br>K. Community Service Providers<br>II.6 Leisure Time<br>A. Recreational Facilities 2<br>D. Restaurants 2<br>III.5 Health Maintenance<br>D. Dental Health Practices 4<br>V.3 Taxation<br>A. Income Tax 2 |
| Follow directions | I.1 Measures<br>C. Maps Distance Graphs 1,2,5<br>E. Recipes<br>I.3 Purchasing Goods & Services<br>B. Charge Accounts 1<br>D. Catalog Buying 5<br>F. Coin Operated Machines 4<br>I.8 Care & Upkeep of Personal Possessions<br>C. Product Operating Instructions 1,6<br>I.9 Banking<br>B. Procedures & Forms<br>D. Loans 6 |

| BASIC SKILLS | RELATED LIFE SKILL LEARNING STRATEGIES |
|---|---|
| Follow directions | II.1 Telephone<br>F. Pay Telephone<br>II.2 Transportation & Travel<br>A. Directions 6<br>II.3 Time<br>B. Calendar 2<br>II.4 Post Office<br>C. Postal Forms 1,2<br>D. Lost Mail 3<br>E. Money Orders 1<br>II.5 Community Agencies & Services<br>B. Emergency Help 2<br>G. Library 2,3,4<br>H. Permit & License 2<br>II.6 Leisure Time<br>A. Recreational Facilities 3<br>III.2 Medical & Dental Forms<br>A. History Forms 3,4<br>C. Insurance Forms 4<br>IV.1 Finding a Job<br>A. Government Form 2<br>B. Application/Resumes 3<br>IV.2 Wages, Benefits, Unions<br>B. Employee Organizations 2<br>IV.3 Workplace Safety<br>D. Accident Reports 1,2<br>IV.4 Keeping a Job<br>C. Signs, Charts, Directions 1,5,6<br>V.1 Voting<br>C. Voter Registration 5<br>D. Ballot 1,2,3<br>V.3 Taxation<br>A. Income Tax 1,3<br>*See also Forms |
| Skim and scan information | *Many of the R.3 Reading Comprehension activities are suitable to practice the skill of skimming and scanning for information. See specifically Main Idea, Supporting Detail & Factual Recall<br>I.3 Purchasing Goods & Services<br>G. Locating Consumer Goods 5<br>I.5 Housing<br>D. Utilities 8<br>I.6 Money Management<br>C. Bills, Credit Reports 1<br>I.8 Care & Upkeep of Personal Possessions<br>E. Obtaining Repairs 2 |

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## BASIC SKILLS

## RELATED LIFE SKILL LEARNING STRATEGIES

**Skim and scan information**

- I.10 Automobiles
  - H. Auto Insurance 4
- II.1 Telephone
  - A. Directory 1,5,9
  - B. Emergency Calls 1,2
  - C. Time Zone 1
  - E. Telegrams 2
- II.5 Community Agencies & Services
  - I. Newspapers & Periodicals 11
- II.6 Leisure Time
  - C. Vacations 3,4,5
  - D. Restaurants
- III.4 Health & Safety Procedures
  - C. First Aid 3
  - D. Drugs, Tobacco, Alcohol 5
- III.5 Health Maintenance
  - G. Parenting 6
- IV.1 Finding a Job
  - D. Training Opportunities 2
  - H. Skills & Education 1
  - I. Interests & Aptitudes 2

**Locate information (dictionary, reference booksets, table of contents, index)**

- I.3 Purchasing Goods & Services
  - A. Ways to Buy 1,2
- I.8 Care & Upkeep of Personal Possessions
  - E. Obtaining Repairs 1
- I.9 Banking
  - D. Loans 4
- II.1 Telephone
  - A. Directory 3,4,5,9
  - B. Emergency Calls 1
- II.2 Transportation & Travel
  - D. Schedules & Fares 1,2,3
- II.3 Time
  - A. Clock 9,10
  - B. Calendar 1
- II.4 Post Office
  - E. Money Orders 2
- II.5 Community Agencies & Services
  - A. Local Resources 1
  - B. Emergency Help 2
  - D. Medical Facilities 1
  - E. Signs & Directories 1,2
  - F. Educational Services 1,2
  - I. Newspaper 1
  - K. Community/Service Providers 1
- II.6 Leisure Time
  - A. Recreational Facilities 2
  - B. Television/Theater
  - C. Vacations

| BASIC SKILLS | RELATED LIFE SKILL LEARNING STRATEGIES |
|---|---|
| Locate information (dictionary, reference booksets, table of contents, index) | III.1 Medical Assistance<br>B. Medical Appointments 3<br>III.5 Health Maintenance<br>F. Family Planning 1<br>H. Mental Well-being Practices 1<br>IV.1 Finding a Job<br>C. Job Ads 1,2<br>IV.2 Wages, Benefits, Unions<br>D. Employee Handbook 1,2<br>V.1 Voting<br>C. Registration 1,2<br>V.2 Personal Rights & Responsibilities<br>A. Ordinances<br>B. Legal Advice 1,2,5<br>V.4 U.S. Government Systems<br>A. Local Government 1,2,4,5 |
| Organize information (notetaking-directed reading activity) | *Most Community Material can be utilized to provide opportunity to practice the skill of organizing information and note taking.<br>See specifically R.3 Main Idea, Specific Detail, R.4 Locate Information, Skim & Scan Information. |
| R.5. Expand reading<br>Identify a variety of reading materials such as - novels, short stores, mysteries, plays, poetry, etc. | |

# BASIC SKILL:WRITING

WRITING - The student will:

W.1. Demonstrate legible handwriting
- Form upper case letters
- Form lower case letters
- Write a signature
- Form numerals
- Form symbols

# RELATED LIFE SKILL LEARNING STRATEGIES

I.1 Measures
    D. Temperature 1

I.2 Coins & Currency 1,7

I.3 Purchasing Goods & Services
    B. Charge Accounts 1
    D. Catalog Buying

I.4 Comparison Shopping
    A. Ads, Labels, Charts 1

I.5 Housing
    D. Utilities 3 (Signature)

I.9 Banking
    A. Savings & Checking Accts. 1
    B. Procedures & Forms

I.10 Automobiles
    D. Maps
    G. Auto Emergencies 3

II.3 Time
    A. Clock 1,2,3,5 (numerals)
    B. Calendar 1,2 (numerals)

II.4 Post Office
    A. Addresses 1
    C. Postal Forms 1

II.5 Community Agencies & Services
    B. Emergency Help 2
    G. Library 4
    H. Permit & License 2

III.2 Medical & Dental Forms
    A. History Forms 4
    C. Insurance Forms 4

IV.1 Finding a Job
    A. Government Forms 3
    B. Applications & Resumes 1,3

IV.2 Wages, Benefits, Unions
    A. Paychecks, Deductions,
       Benefits 4 (Signature)
    B. Employee Organizations 2

IV.4 Keeping a Job
    C. Signs, Charts, Forms 1
       (numerals)

*See also M.0 Precomputational number skills.

## BASIC SKILL:WRITING

## RELATED LIFE SKILL LEARNING STRATEGIES

W.2. Demonstrate use of correct spelling
- Spell a list of sight words
- Write plural of words
- Use prefixes and suffixes
- Spell homonyms
- Spell contractions
- Spell abbreviations
- Spell possessives
- Spell commonly confused or misspelled words
- Apply common spelling rules

*The Vocabulary Booklet I provides extensive listings of life skill vocabulary and word pattern vocabulary. Relevant vocabulary should be selected, to develop spelling skill.

Learning Strategy Activities which address specific spelling skills are:

(Abbreviations)

I.5 Housing
    B. Classified Ads 1

I.10 Automobiles
    E. Purchasing a Car 4

II.2 Transportation & Travel
    A. Directions 5

II.4 Post Office
    A. Addresses 2,3

II.5 Community Agencies & Services
    C. Library 3

IV.1 Finding a Job
    B. Applications & Resumes 2
    C. Job Ads 2

(Common spelling rules)

II.1 Telephone
    G. Telephone Messages 2

II.4 Post Office
    A. Addresses 1

III.4 Health & Safety Procedures
    B. Accident Prevention 3

IV.4 Keeping a Job
    C. Charts/Forms 6

*See also W.7 Composition Skills for many writing activities to practice spelling skills.

W.3. Demonstrate use of punctuation marks
- Use sentence ending punctuation
- Use commas
- Punctuate abbreviations
- Use quotation marks
- Use apostrophes
- Use colons
- Use semi-colons
- Use hyphens

*See W.7 Composition Skills for many suggested writing activities to develop skill in the use of punctuation marks.

## BASIC SKILL:WRITING

## RELATED LIFE SKILL LEARNING STRATEGIES

W.4. Demonstrate the use of capitalization
- Capitalize the first word of sentences
- Capitalize proper nouns and proper adjectives
- Capitalize titles
- Capitalize the word "I"
- Capitalize salutations and closings in letters
- Capitalize the first spoken word of a quotation

I.1 Measures
    C. Maps
    F. Product Containers 3

I.3 Purchasing Goods & Services
    D. Catalog Buying
    E. Coupons

I.5 Housing
    A. Kinds of Housing 2

I.9 Banking
    A. Checking & Savings Accts. 1

II.1 Telephone
    A. Directory 1,2,3,4,8,9
    C. Time Zone 1,2
    G. Telephone Messages 2,3

II.3 Time
    B. Calendar 3,4

II.4 Post Office
    A. Addresses 1
    C. Postal Forms 1

III.5 Health Maintenance
    E. Cleanliness 2
    H. Mental Well-Being Practice 2

IV.1 Finding a Job
    A. Government Forms 4
    B. Applications & Resumes 1,3,4,5

V.1 Voting
    B. Candidates 1,2,3

V.4 Government Systems
    B. State Government 1

(Salutations & Closings in letters)
See W.7 Composition Skills

W.5. Demonstrate the use of correct grammar
- Identify parts of speech
- Use subject/verb agreement
- Use correct promoun agreement and form
- Use appropriate verb tenses
- Use irregular verb forms
- Use contractions
- Use possessives

*W.7 Demonstrate Composition Skills identifies several writing activities suitable for developing skill in using correct grammar.

The following Learning Strategies provide specific activities on the use of correct grammar.

(Parts of Speech)
I.5 Housing
    D. Utilities 1

I.10 Automobiles
    C. Mileage/Gas Consumption 4
    G. Auto Emergencies 1

II.2 Transportation & Travel
    C. Types of transportation 2

II.5 Community Agencies & Services
    H. Permit & License 1
    I. Newspaper 4,5,6

III.5 Health Maintenance
    C. Food lStorage 1

## BASIC SKILL:WRITING

## RELATED LIFE SKILL LEARNING STRATEGIES

Demonstrate the use of correct grammar
Identify parts of speech
Use subject/verb agreement
Use correct promoun agreement and form
Use appropriate verb tenses
Use irregular verb forms
Use contractions
Use possessives

→

IV.1 Finding a Job
  A. Government Forms 1

V.4 U.S. Government Systems
  B. State Government 2

(Verb Tense)
I.1 Measures
  E. Recipes 2,4

I.3Purchasing Goods & Services
  F. Coin Operated Machines 3

I.5 Housing
  G. Home Maintenance 1,4

I.8 Care & Upkeep of Personal Possessions
  B. Clothing Care Labels 2

II.5 Community Agencies & Services
  I. Newspaper 3

IV.1 Finding a Job
  A. Government Forms 1

W.6. Demonstrate the use of correct sentence structure
  Distinguish between a sentence and a phrase
  Identify subject and predicate
  Recognize four kinds of sentences (Dec., Inter., Imp., Excl.)
  Identify types of sentences (simple, compound, complex)
  Use modifiers

→

*W.7 Demonstrate Composition Skills identifies several writing activities suitable for developing skill in using correct sentence structure.

The following Learning Strategies provide specific activities on use of sentence structure.

(Distinguish between phrase & sentence)

II.1 Telephone
  A. Directory 5
  E. Telegrams 2
  G. Messages 2,3,4

II.3 Time
  B. Calendar

II.5 Community Agencies & Services
  I. Newspaper 2

IV.1 Finding a Job
  A. Government Forms

IV.4 Keeping a Job
  A. Behavior & Attitudes 1
  E. Communications 1,2

(Use Modifiers)
I.5 Housing
  G. Home Maintenance 3

I.8 Care & Upkeep of Personal Possessions
  B. Clothing Care Labels 1

I.10 Automobiles
  F. Automobile Maintenance 4

IV.4 Keeping a Job
  A. Behavior & Attitudes 3

# BASIC SKILL:WRITING

# RELATED LIFE SKILL LEARNING STRATEGIES

W.7. Demonstrate composition skills
Write a sentence

- I.5 Housing
  - G. Home Maintenance 4,5
  - H. Theft & Fire Prevention 7
- I.8 Care & Upkeep of Personal Possessions
  - C. Product Operating Instructions 2,5
  - D. Home Maintenance 2
- I.9 Banking
  - D. Loans 4
- I.10 Automobiles
  - A. Signs 5,6
  - B. Drivers License 3,4
  - F. Auto Emergencies 1
- II.5 Community Agencies & Services
  - I. Newspaper 7
- III.2 Medical & Dental Forms
  - A. History Forms 3
- III.3 Medications
  - A. Identification 2
- III.4 Health & Safety Procedures
  - C. First Aid 5
  - D. Drugs, Tobacco, Alcohol 4
- III.5 Health Maintenance
  - B. Balanced Diet 2
  - D. Dental Health Practices 3
  - E. Cleanliness
  - G. Parenting 1
  - H. Mental Well-being Practices 3,4
- IV.1 Finding a Job
  - G. Behavior & Attitudes 1
  - I. Interests & Attitudes 1,2
- IV.2 Wages, Benefits, Unions
  - B. Employee Organizations 3,5
- IV.3 Workplace Safety
  - A. Safety Signs 1
- V.4 U.S. Government Systems
  - B. State Government 3

Write a paragraph

- I.1 Measures
  - C. Maps, Distance, Graphs 5
  - F. Product Containers 3
- I.5 Housing
  - C. Lease & Rental Agreements 2,3
- I.6 Money Management
  - A. Budgets 5,8
  - B. Major Purchases 3
- I.7 Consumer Protections
  - B. Confronting Fraudulent Tactics 3
- I.8 Care & Upkeep of Personal Possessions
  - A. Clothing Care Labels 3
  - C. Product Operating Instructions 7,8
  - D. Home Maintenance 2

## BASIC SKILL:WRITING

## RELATED LIFE SKILL LEARNING STRATEGIES

Write a paragraph

- I.9 Banking
  - D. Loans 5
- I.10 Automobiles
  - B. Drivers License 5
  - G. Auto Emergencies 7
  - H. Auto Insurance 6
- II.4 Post Office
  - D. Lost Mail 5
- II.5 Community Agencies & Services
  - D. Medical Facilities 3,7
- III.1 Medical Assistance
  - B. Medical Appointments 5,6
- III.2 Medical & Dental Forms
  - B. Immunization Forms 4
  - C. Insurance Forms 5
- III.3 Medications
  - B. Labels 3
  - C. Different Types 3,4
- III.4 Health & Safety Procedures
  - B. Accident Prevention 7
  - D. Drugs, Tobacco, Alcohol 7,8,9
- III.5 Health Maintenance
  - D. Dental Health Practice 6
  - G. Parenting 5
- III.6 Major Health Problems
  - C. Causes 1
- IV.1 Finding a Job
  - B. Application & Resumes
  - E. Job Interview 2
- IV.2 Wages, Benefits, Unions
  - C. Contracts/Union Agreements 2,3
- IV.3 Workplace Safety
  - B. Safety Manuals 1
- V.1 Voting
  - B. Candidates 5
  - C. Voting Registration 7
  - D. Ballots 4
- V.2 Personal Rights & Responsibilities
  - A. Ordenances 4
- V.4 U.S. Government Systems
  - B. State Government 8

Develop a simple outline (topical, phrase, sentence)

- II.1 Telephone
  - G. Messages 3,4
- III.2 Medical & Dental Forms
  - B. Immunization Forms 3
  - C. Insurance Forms 3
- IV.1 Finding a Job
  - A. Government Forms 7
  - B. Applications & Resumes 5

*See the Community Materials listings for free materials which can be utilized to develop simple outlines.

# BASIC SKILL:WRITING

Construct a personal letter
Construct a business letter
Use basic proofreading skills

# RELATED LIFE SKILL LEARNING STRATEGIES

(Personal Letter)

- I.1 Measures
  - C. Maps, Distance, Graphs 8
- II.6 Leisure Time
  - C. Vacations 2
- V.1 Voting
  - B. Candidates 8

(Business letter)

- I.3 Purchasing Goods & Services
  - B. Charge Accounts 2
- I.5 Housing
  - A. Kinds of Housing 5
  - H. Home Theft & Fire Prevention
- I.6 Money Management
  - C. Bills/Credit Reports 2
- I.7 Consumer Protection
  - B. Confronting Fraudulent Tactics 4
  - C. Defective & Inappropriate Merchandise 5
- I.8 Care & Upkeep of Personal Possessions
  - E. Obtaining Repairs 3
- II.5 Community Agencies & Services
  - E. Educational Services 3
- IV.1 Finding a Job
  - B. Applications & Resumes 4
  - C. Job Ads 4
- IV.2 Wages, Benefits, Unions
  - B. Employee Organizations 7
- IV.3 Workplace Safety
  - A. Safety Signs 4
- IV.4 Keeping a Job
  - E. Communication 3
- V.2 Personal Rights & Responsibilities
  - A. Ordinances 5
- V.4 U.S. Government Systems
  - A. Local Government 6
  - B. State Government 7

## BASIC SKILL:MATH

## RELATED LIFE SKILL LEARNING STRATEGIES

MATHEMATICS - The student will:

M.0. Demonstrate precomputational skill
- Recognize numerals
- Establish one-to-one correspondence
- Demonstrate place value
- Read numerals
- Write and identify numerals
- Explain math vocabulary

(Demonstrate place value)
- I.1 Measures
  - D. Temperature 1,3
- I.2 Money
  - A. Coins & Currency 1,5
- I.9 Banking
  - A. Savings & Checking Accounts 2
- II.1 Telephone
  - F. Pay Phone 1
- II.5 Community Agencies & Services
  - H. Permit & License 6

(Recognize & read numerals)
- I.2 Money
  - A. Coins & Currency 7,8
- I.3 Purchasing Goods & Services
  - F. Coin Operated Machines 2
- I.5 Housing
  - D. Utilities 1
- I.10 Automobiles
  - C. Mileage & Gas Consumption 5
- II.3 Time
  - A. Clock 1
  - B. Calendar
- III.1 Medical Assistance
  - B. Medical Appointments 2

(Write & identify numerals)
- I.2 Money
  - A. Coins & Currency 1
- I.3 Purchasing Goods & Services
  - B. Charge Accounts 4
- I.5 Housing
  - A. Kinds of Housing 3
  - D. Utilities 1,3
- I.8 Care & Upkeep of Personal Possessions
  - E. Obtaining Repairs 2
- I.9 Banking
  - A. Savings & Checking Accounts 1,2
- II.3 Time
  - A. Clock 2,4,5
  - B. Calendar 1,2
- III.5 Health Maintenance
  - C. Food Storage 4

M.1. Compute using whole numbers
- Add whole numbers
- Subtract whole numbers

(Add whole numbers)
- I.1 Measures
  - C. Maps, Distance Graphs 7,9
- I.9 Banking
  - A. Savings & Checking Accounts 1
- III.5 Health Maintenance
  - B. Balanced Diet 1

(Subtract whole numbers)
- I.1 Measures
  - D. Temperatures
- I.10 Automobiles
  - H. Auto Insurance 3

## BASIC SKILL:MATH

Multiply whole numbers
Divide whole numbers
Perform multiple operations using whole numbers
Estimate and round whole numbers
Solve whole number word problems

## RELATED LIFE SKILL LEARNING STRATEGIES

- III.5 Health Maintenance
  - D. Dental Health Practices 5

*See also M.2 Decimals for money situations.

(Multiply whole numbers)

- I.1 Measures
  - E. Recipes
- I.10 Automobiles
  - H. Auto Insurance 3
- III.3 Medications
  - B. Labels 4

(Divide whole numbers)

- I.4 Comparison Shopping
  - D. Unit Pricing 5
- III.3 Medications
  - B. Labels 5

(Perform multiple operations 'using whole numbers)

- I.8 Care & Upkeep of Personal Possessions
  - E. Obtaining Repairs 2
- I.9 Banking
  - A. Savings & Checking Accounts 4,5
  - C. Interest 1
- I.10 Automobiles
  - C. Mileage & Gas Consumption 5
- II.2 Money
  - A. Coins & Currency 3,4
- II.5 Community Agencies & Services
  - E. Signs & Directories 2
- II.6 Leisure Time
  - A. Recreational Activities 3,4
- III.3 Medications
  - A. Identification 4
- IV.2 Wages, Benefits, Unions
  - A. Paychecks, Deductions, Benefits 2

(Estimate & round whole numbers)

- I.5 Housing
  - D. Utilities 6
  - G. Home Maintenance 6
- I.10 Automobiles
  - H. Auto Insurance 5
- III.5 Health Maintenance
  - B. Balanced Diet 1

(Solve whole number word problems)

- I.5 Housing
  - B. Classified Ads 3
  - C. Lease & Rental Agreements 1
- I.6 Money Management
  - A. Budgets 3
- I.9 Banking
  - A. Savings & Checking Accounts 1

## BASIC SKILL:MATH

Solve whole number word problems

## RELATED LIFE SKILL LEARNING STRATEGIES

I.10 Automobiles
    C. Mileage & Gas Consumption 4
    H. Auto Insurance 3,5

II.6 Leisure Time
    B. TV & Theater 5
    C. Vacations 1,3,5,6

III.5 Health Maintenance
    C. Food Storage 3
    D. Dental Care 5

V.3 Taxation
    B. Sales Tax 1

*See also M.2 Decimals for money problems.

M.2. Compute using decimal fractions
    Add decimal fractions
    Subtract decimal fractions
    Multiply decimal fractions
    Divide decimal fractions
    Perform multiple operations using decimal fractions

(General)
I.2 Money
    A. Coins & Currency 1,2

I.3 Purchasing Goods & Services
    E. Coupons 1,2
    F. Coin Operated Machines 2

(Add decimal fractions)
I.10 Automobiles
    E. Purchasing a Car 3

IV.2 Wages, Benefits, Unions
    A. Paychecks, Deductions, Benefits 3

(Subtract decimal fractions)
I.10 Automobiles
    C. Mileage & Gas Consumption 2,4

II.3 Time
    A. Clock 3

III.1 Medical Assistance
    A. Symptoms 2

(Multiply decimal fractions)
III.2 Medical & Dental Forms
    C. Insurance Forms 2

(Divide decimal fractions)
I.4 Comparison Shopping
    D. Unit Pricing 5

(Perform multiple operations using decimal fractions)
I.3 Purchasing Goods & Services
    D. Catalog Buying 5

II.2 Transportation & Travel
    C. Types of Transportation 4

II.3 Time
    A. Clock 6,7,8

II.4 Post Office
    B. Postal Rates 2
    C. Postal Forms 3

## BASIC SKILL:MATH

Convert decimal fractions to common fractions or percents
Estimate and round decimal fractions
Solve decimal fractions word problems

## RELATED LIFE SKILL LEARNING STRATEGIES

III.5 Health Maintenance
    G. Parenting 2,3,4

IV.4 Keeping a Job
    C. Signs, Charts, Forms, Directions

V.3 Taxation
    B. Sales Tax 1

(Convert decimals to fractions)
I.7 Consumer Protection
    A. Food Labels 4

IV.4 Keeping a Job
    C. Signs, Forms, Charts 1

(Estimate & round decimals)
I.2 Money
    A. Coins & Currency 3,4,5

I.6 Money Management
    B. Major Purchases 1

(Solve decimal word problems)
I.2 Money
    A. Coins & Currency 6

I.5 Housing
    D. Utilities 2,4

I.6 Money Management
    C. Bills, Credit Reports 1

I.10 Automobiles
    C. Mileage & Gas Consumption 5
    F. Auto Maintenance 3
    I. Auto Insurance

II.1 Telephone
    D. Billing 2
    E. Telegrams 2
    F. Payphone 1

II.2 Transportation & Travel
    C. Types of Transportation 3,4

II.5 Community Agencies & Services
    D. Schedules & Fares 2
    E. Signs & Directions 2

II.6 Leisure Time
    C. Vacations
    D. Restaurants

III.3 Medications
    A. Identification 4

III.4 Health & Safety Procedures
    D. Drugs, Tobacco, Alcohol 9

IV.2 Wages, Benefits, Organizations 6

## BASIC SKILL:MATH

- M.3. Compute using fractions
  - Recognize fractional amounts
  - Understand fraction vocabulary
  - Add common or mixed fractions
  - Subtract common or mixed fractions
  - Multiply common or mixed fractions
  - Divide common or mixed fractions
  - Perform multiple operations using fractions
  - Convert common or mixed fractions to decimal fractions or percents
  - Solve fractions word problems

## RELATED LIFE SKILL LEARNING STRATEGIES

(Recognize fractional amounts)
I.1 Measures
    E. Recipes 1

(Understand fraction vocabulary)
I.1 Measures
    E. Recipes 1

I.10 Automobiles
    C. Mileage & Gas Consumption 1

(Add common or mixed fractions)

II.6 Leisure Time
    B. TV & Theater 1

(Multiply common or mixed fractions)
I.1 Measures
    E. Recipes 4

(Perform multiple operations using fractions)
I.1 Measures
    E. Recipes 1,4

I.10 Automobiles
    C. Mileage & Gas Consumption 1

IV.4 Keeping a Job
    C. Signs, Charts Forms 1

(Solve fraction word problems)
II.6 Leisure Time
    B. TV & Theater

IV.2 Wages, Benefits, Unions
    A. Paychecks/Deductions 5

- M.4. Compute using percents
  - Apply a percent to determine amount of discount
  - Apply a percent in a context not involving money
  - Calculate percents
  - Convert percents to common, mixed, or decimal fractions
  - Calculate interest
  - Solve percent word problems

I.3 Purchasing Goods & Services
    B. Charge Accounts 3

I.4 Comparison Shopping
    C. Discounts 2,4

I.5 Housing
    F. Loans & Insurance 7,8

I.6 Money Management
    A. Budgets 6,7

I.9 Banking
    C. Interest 1,3,4,5,6
    D. Loans 3

I.10 Automobiles
    E. Purchasing a Car 7

II.1 Telephone
    D. Billing 2

II.5 Community Agencies & Services
    I. Newspapers 11

II.6 Leisure Time
    D. Restaurants 1

III.5 Health Maintenance
    D. Dental Health Practices 5

IV.2 Wages, Benefits, Unions
    A. Paychecks, Deductions 5

## BASIC SKILL:MATH

## RELATED LIFE SKILL LEARNING STRATEGIES

M.5. Use expressions, equations, or formulas
Recognize or evaluate simple consumer formulas
Recognize or evaluate simple geometric formulas
Recognize or evaluate simple algebraic formulas

→

I.1 Measures
D. Temperature 4

M.6. Use measurement
Convert U.S. Customary and Standard International Metric System of measurement
Measure linear dimensions, geometric shapes, or angles
Measure area and volume of geometric shapes
Use measurement instruments
Interpret scale drawings
Calculate with units of time

→

(Convert US Standard and Metric)
I.1 Measures
A. English & Metric System 1,3

I.4 Comparison shopping
D. Unit Pricing 3

(Measure linear dimensions, geometric shapes, or angles)
I.1 Measures
A. English & Metric 2
B. Measures & Formulas 1,2,3,4,5,6,8,9
C. Maps, Distance, Graphs 7,8
F. Product Containers 1

I.10 Automobiles
A. Signs 1

(Measure area & volume)
I.1 Measures
B. Measures & Formulas 2,5,6,7

(Use Measurement Instruments)
I.1 Measures
D. Temperature 1,2,4

II.1 Telephone
Time Zone 1,2

III.1 Medical Assistance
A. Symptoms 2

(Interpret Scale Drawings)
*See also MAPS (page___)

I.1 Measures
C. Maps, Distance, Graphs 7,8

II.5 Community Agencies & Services
G. Library 4

III.4 Health & Safety Procedures
B. Accident Prevention 2

(Calculate with units of time)
II.1 Telephone
C. Time Zones 1,2

II.3 Time
A. Clock 1,2,3,4,6,8,9

II.6 Leisure Time
C. Vacations 6

III.5 Health Maintenance
C. Food Storage 3

IV.1 Finding a Job
A. Government Forms 6
B. Applications & Resumes 2

IV.4 Keeping a Job
C. Signs, Forms 1

# BASIC SKILL:MATH

# RELATED LIFE SKILL LEARNING STRATEGIES

Solve measurement problems

(Solve Measurement Problems)

- I.1 Measures
  - F. Product Containers 3
- I.5 Housing
  - G. Home Maintenance 6
- II.4 Post Office
  - B. Postal Rates 4

W.7. Interpret data from graphs or compute averages
Interpret data given in bar graph
Interpret data given in a picture graph
Interpret data given in a circle graph

- I.1 Measures
  - C. Maps, Distance, Graphs 6,7,8
  - D. Temperature 3
  - F. Product Containers 2
  - G. Clothing 2
- I.3 Purchasing Goods & Services
  - B. Charge Accounts 3
- I.4 Comparison Shopping
  - C. Discounts 2,4
- I.6 Money Management
  - A. Budgets 4,6
- I.8 Care & Upkeep of Personal Possessions
  - B. Clothing Care Labels 5
- I.10 Automobiles
  - C. Mileage & Gas Consumption 3
  - E. Purchasing a Car 6
  - F. Auto Maintenance 1
  - H. Auto Insurance 5
- II.6 Leisure Time
  - C. Vacations 6
- III.1 Medical Assistance
  - A. Symptoms 1
- III.3 Medications
  - A. Identification 2
  - C. Different Types 1
- III.4 Health & Safety Procedures
  - A. Warnings 2
  - D. Drugs, Tobacco, Alcohol 8
- III.5 Health Maintenance
  - G. Parenting 4,5
- IV.4 Keeping a Job
  - C. Signs, Charts 2,3,4
  - D. Responsibilities 1
- V.1 Voting
  - B. Candidates 2,10
  - C. Voter Registration 3
  - D. Ballot 6
- V.3 Taxation
  - A. Income Tax 6
- V.4 U.S. Government Systems
  - C. Federal Government 2

# CRITICAL THINKING

Reading is a very complex skill. There is not any one theory that explains the acquisition of reading skills nor is there any one method or set of materials that adequately addresses the needs of all learners. In working with beginning ABE adult readers, decoding strategies (word recognition skills) need to be emphasized because much of the learner's energy will be directed toward decoding words that he/she hopefully has had exposure to in other forms of communication. But equally important skills to address are comprehension skills. In fact, word recognition skills should be taught as the means to the end, which is reading comprehension. Even though the ABE reading objectives might begin with word recognition skills, it is essential that a beginning reading program include integration of word recognition skills with comprehension, and higher level thinking skills.

Higher order thinking skills involve 6 levels:

| **If you can identify:** | **The question is testing:** | **Example** |
|---|---|---|
| What students must *remember* | Recall | What is the electoral college? |
| What students must *restate* in other words | Comprehension | How does the electoral college work? |
| What information is to be *used* to solve the problem | Application | Predict what would happen if the electoral college were eliminated. |
| What is *broken down* into what parts | Analysis | Differentiate the various roles of the electoral college. |
| What two pieces of information are to be *combined* | Synthesis | How can the electoral college and the popular vote produce different results? |
| What students are to express an *opinion* about | Evaluation | In your opinion, should the electoral college be retained or abolished? Defend your choice. |

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We want students to be able to do more than just recall facts. We want them to use knowledge productively - to move from simple recall to higher order thinking skills.

Before students can be expected to apply thinking skills deliberately and logically, they must be made consciously aware of the nature of each level of critical thinking.

Therefore, the ABE curriculum should stress making students aware of exactly what thinking skills are and how they can harness mental resources to more effectively solve reading, writing, and math life skill problems.

The following pages present ideas on how to emphasize critical thinking with both Level I and Level II ABE students.

## THE READING & WRITING CONNECTION

Several of the following activities emphasize a reading and writing connection. Learning involves a relationship between "input and output" or "recognition and reproduction." The relationship between reading and writing is synonymous.

Both reading and writing

- Communicate ideas
- Involve thinking skills
- Can result in meaningful learning

- Reading is a communication process in which the reader must process print.
  Writing is a communication process in which the writer must produce print.

- Reading is the art or process of getting the meaning of writing or printing.

  Writing is the art or process of giving meaning through writing or print.

- Reading and writing are continuums.

| Learning to read | Learning to write |
|---|---|
| ↓ | ↓ |
| Reading to learn<br>(Receive meaning) | Writing to teach<br>(Deliver meaning) |

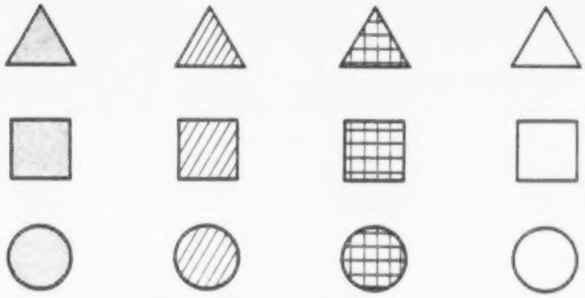
The effective ABE instructor will provide learning activities which make this connection between reading and writing.

## LEVEL I THINKING SKILL IDEAS

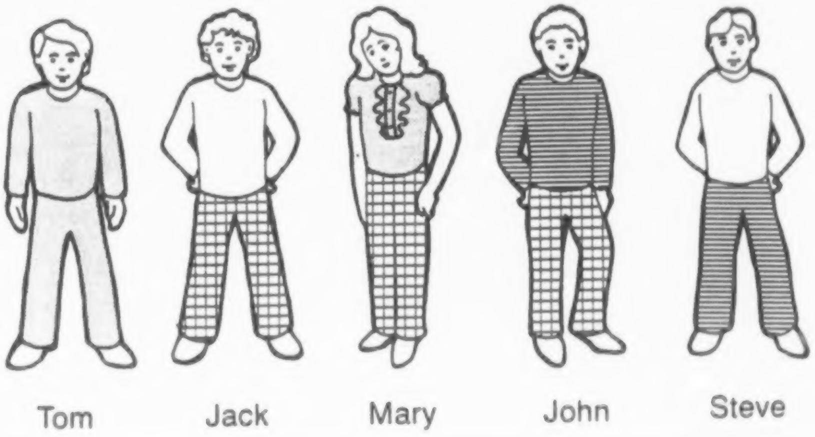
Words, phrases, and simple sentences can be utilized to develop critical thinking with the Level I ABE students who have limited reading ability. Just consider these ideas and sample worksheets:

1. VISUAL LOGIC - Create patterns such as the following: Cross out the figures which do not fit the rules.

. If the figure is a triangle, then it is striped.



If a boy wears checked pants, then he wears a white shirt.



2. FOLLOWING DIRECTIONS - Present sentences such as the following and challenge students to create the drawings.

Figure 1

A. Draw a line from the middle of the top of the paper to the middle of the bottom of the paper.

B. Draw a line from the middle of the left edge of the paper to the middle of the right edge of the paper.

C. Using the point where the lines cross as the center of a circle, draw the biggest circle you can.

Ans.

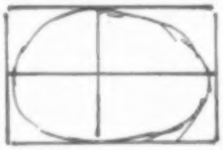
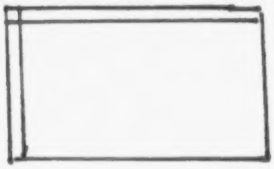


Figure 2

A. Draw a line up and down the paper and keep the line about an inch from the left edge of the paper.

B. Draw a line across the page and keep the line about an inch below the top of the page.

Ans.



or

Present a picture and have students write simple sentence diresctions for drawing the figure.

Figure 1

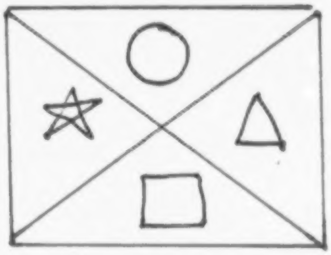
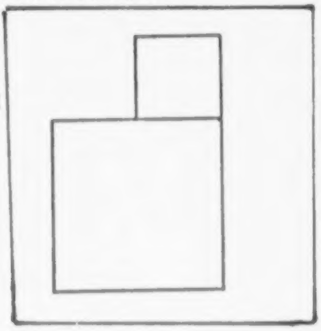


Figure 2



3. DEVELOPING SEQUENCES - Rewrite groups of words in order of occurrence from earliest to latest.

clean, cook, eat
buy, shop, wear
dry, rinse, wash

dial, hang up, talk
attack, battle, defeat
continue, finish, start

Write sentences describing the activities using "first", "then", and "finally".

4. CLASSIFY INFORMATION - Use the following patterns to read or write words that complete or correct the classification.

1. baseball
fastball
soccer
__________

sunshine
rain
fog
__________

"What word can be added to the classification?"

2. Wheel, pedal, seat, skate, handle bars,

Take out __________ Then restore __________.

3. red, blue, yellow, green "How are the 4 related?"
daisy, tulip, rose, petunia

5. ANALYSIS OF RELATIONSHIP - Select a noun and develop sets of relationships.

| | | | | |
|---|---|---|---|---|
| 1. | Use | glove | : | ball |
| 2. | Cause, effect | glove | : | protect |
| 3. | Part, whole | " | : | finger |
| 4. | Synonym | " | : | covering |
| 5. | Place | " | : | hand |
| 6. | Degree | warm | : | hot |
| 7. | Characteristic | glove | : | leather |
| 8. | Sequence | Spring | : | summer |
| 9. | Emotional Assoc. | glove | : | sissy |
| 10. | Action to object | glove | : | catch |

List words on the board and have students identify the relationships

warm : hot (degree)
sleep : rested (cause/effect)

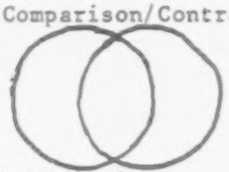
6. CAUSE/EFFECT ADDITION & SUBTRACTION - Create addition and subtraction "word" problems which demonstrate cause and effect.

| | | |
|---|---|---|
| money | picnic | light bulb |
| +dial | +rain | -electric current |
| phone call | canceled | darkness |

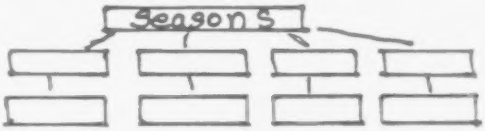
Write "if-then" sentences about the cause/effect.

7. THINKING PATTERNS - Read or write patterned flow charts with words or phrases which follow the following patterns.

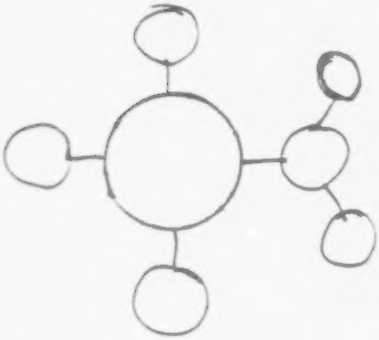
Comparison/Contrast



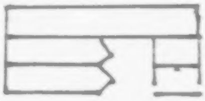
Classification



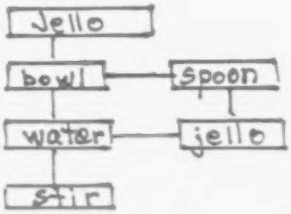
Description



Cause/Effect



Sequence



8. MAIN IDEA - Use blank cartoons such as sample worksheets 1, 2, and 3 to infer main idea and details.

   1. Write sentences to fill in each of the cartoon frames.

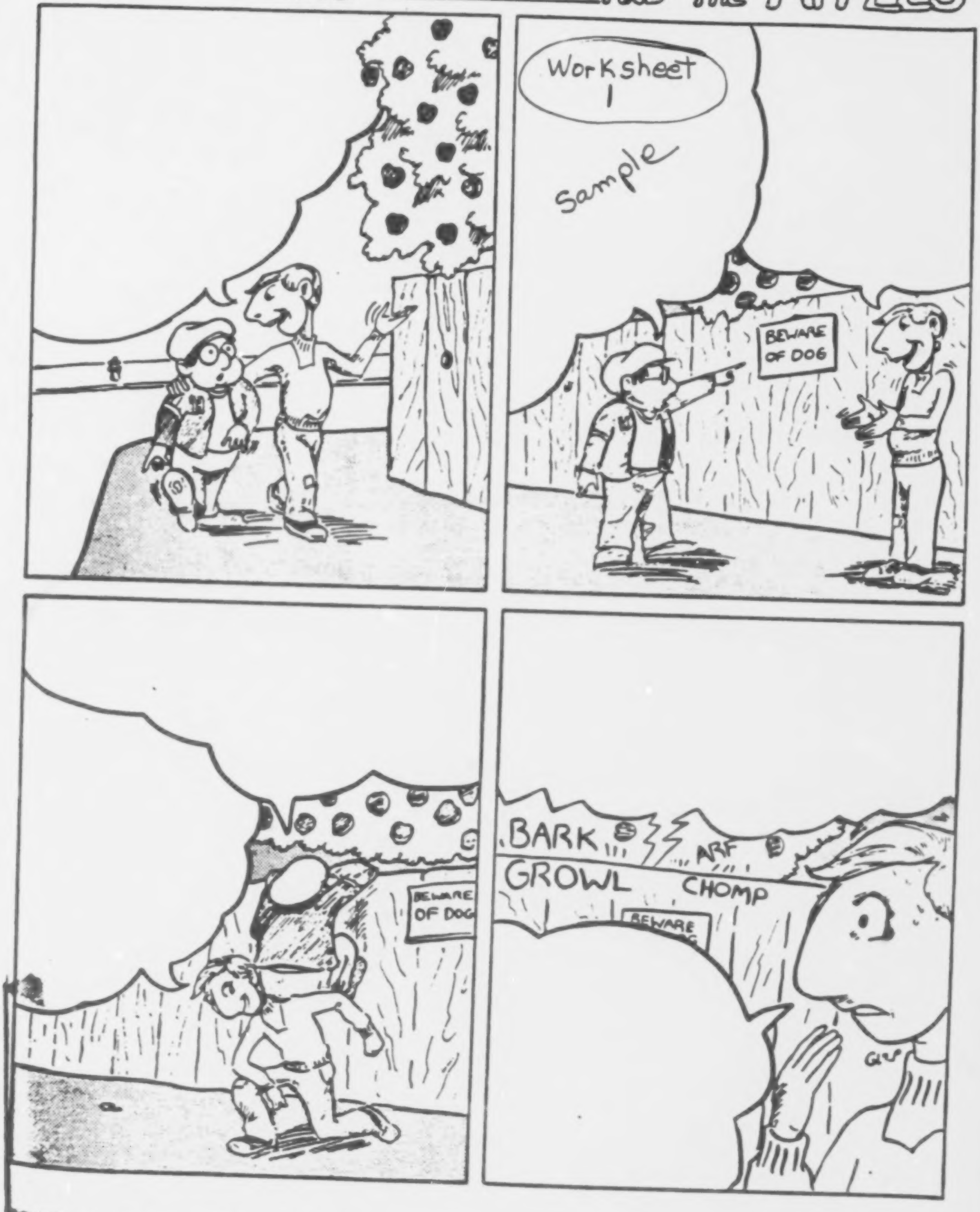
   2. Cut up the frames, mix them up, rearrange in sequential order.

9. DRAWING CONCLUSIONS - Sample worksheets, number 4, 5, 6, and 7 (reproducible materials) demonstrate how simple sentences can develop higher level thinking skill.

10. MAKE PREDICTIONS - Sample worksheets, number 8, 9, and 10 use simple sentences to develop the thinking skill of making predictions based on "all", "no", and "if-then" statements.

Main Idea

# __________ AND __________ AND THE APPLES


Worksheet 1
Sample
BEWARE OF DOG
BEWARE OF DOG
BARK
ARF
GROWL
CHOMP
BEWARE

[illegible] Vol. 1 No. 2350 ©1977 Educational Insights

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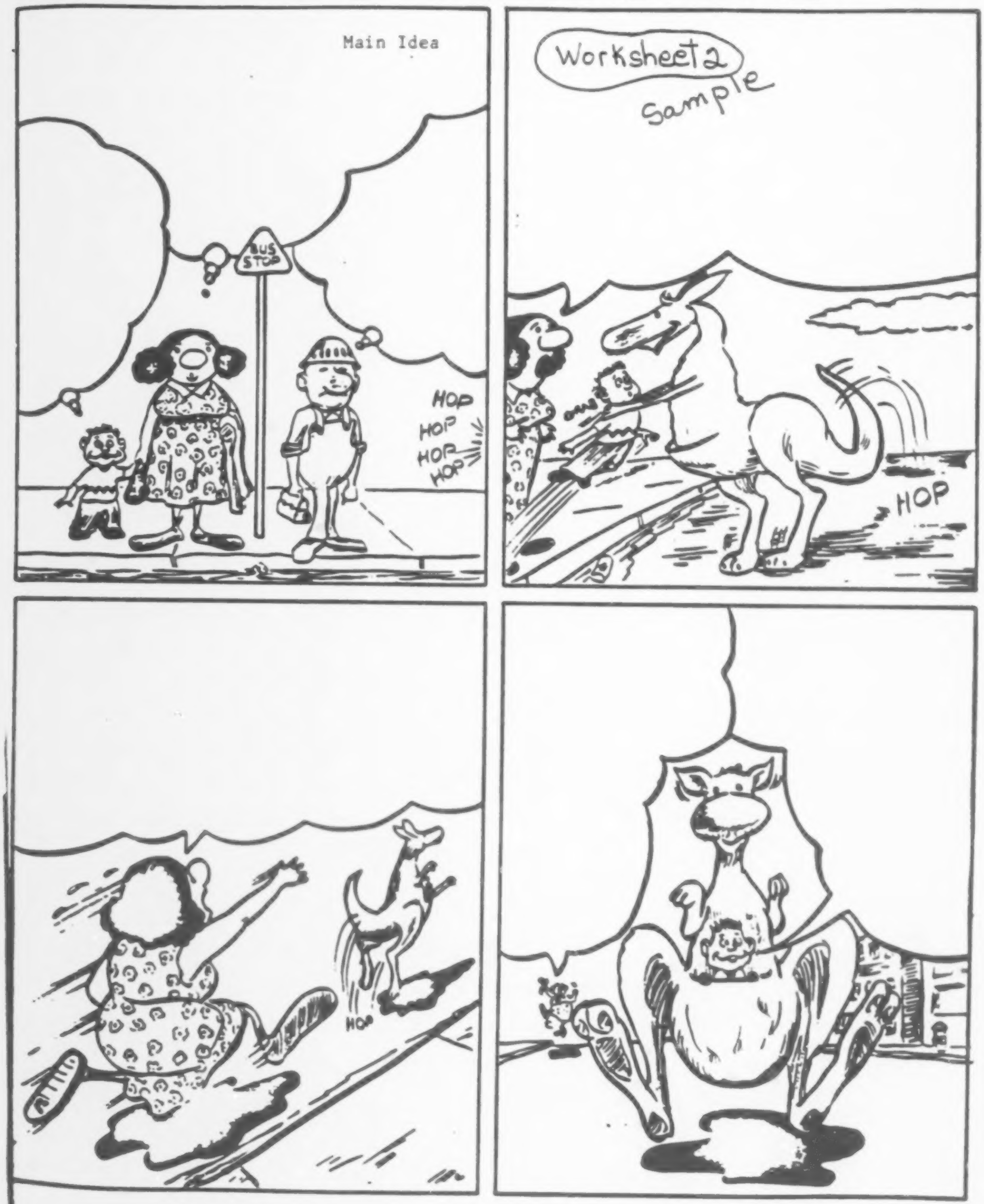
# METROPOLITAN HOP



Main Idea

Worksheet 2

Sample

BUS STOP
HOP
HOP
HOP
HOP
OWW
HOP
HOP

[illegible] Vol. 1 No. 2300 ©1977 Educational Insights

# WHY?

Worksheet 3
Sample

In order to answer this big WHY you must first read the riddle. As you can see, that isn't going to be so easy. Start at the arrow. You may then move from square to square vertically, horizontally, or diagonally to figure out the riddle. When you have read the riddle, see if you can answer the WHY. You don't need all the words.

*Hint: Attention to punctuation marks and capitals will make it a little easier.

| | | | | | | |
|---|---|---|---|---|---|---|
| what | dog | A | old | dark | around | if |
| over | to | back | man | and | running | turned |
| where | a | over | ran | was | home. | he |
| he | masked | met | home | Near | Then | He |
| started | It | man. | he | stopped. | above | black |
| then | Why? | afraid | He | think | After | So |
| did | night | hard | scared | eight | can't | never |

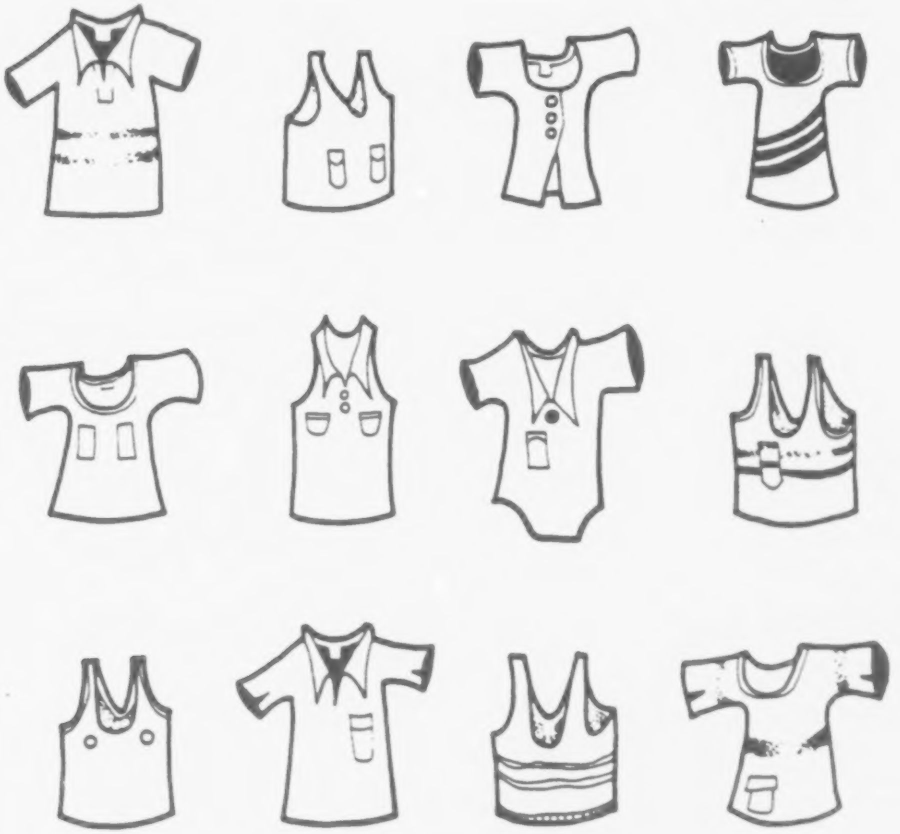
Name ____________________

Worksheet 4

Sample

## Attribute Action 2

Look carefully at the shirts and answer the questions.



SAMPLE PAGE

1. How many shirts have both sleeves and collars?
2. How many shirts with no sleeves have 2 pockets?
3. How many shirts with no collars have three buttons?
4. How many shirts with sleeves have no buttons and no pockets?
5. How many shirts with no collars have no sleeves, but have stripes?
6. How many shirts with no stripes have 2 pockets and 2 buttons?
7. How many sleeveless shirts have stripes and at least one pocket?
8. How many shirts with collars have sleeves and stripes but not buttons?

**Thinker Tasks:** Critical Thinking Activities
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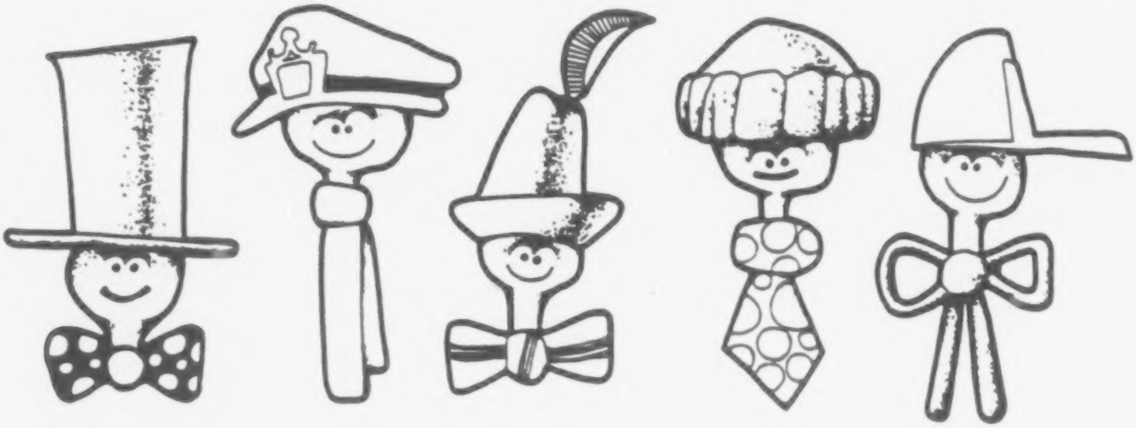
## Logical Line-Up 2

Worksheet 5

Sample

This is the Silly family—Sam, Susie, Sally, Stephen, and Oscar. Read the clues below. Then write the name of each Silly on the correct line.



_______ _______ _______ _______ _______

SAMPLE PAGE

Stephen is between two bow ties.

Sally is never next to her sister Susie, who wears a feather in her hat.

Sam loves bow ties and polka dots.

Oscar likes his wool knit cap.

**Thinker Tasks:** Critical Thinking Activities
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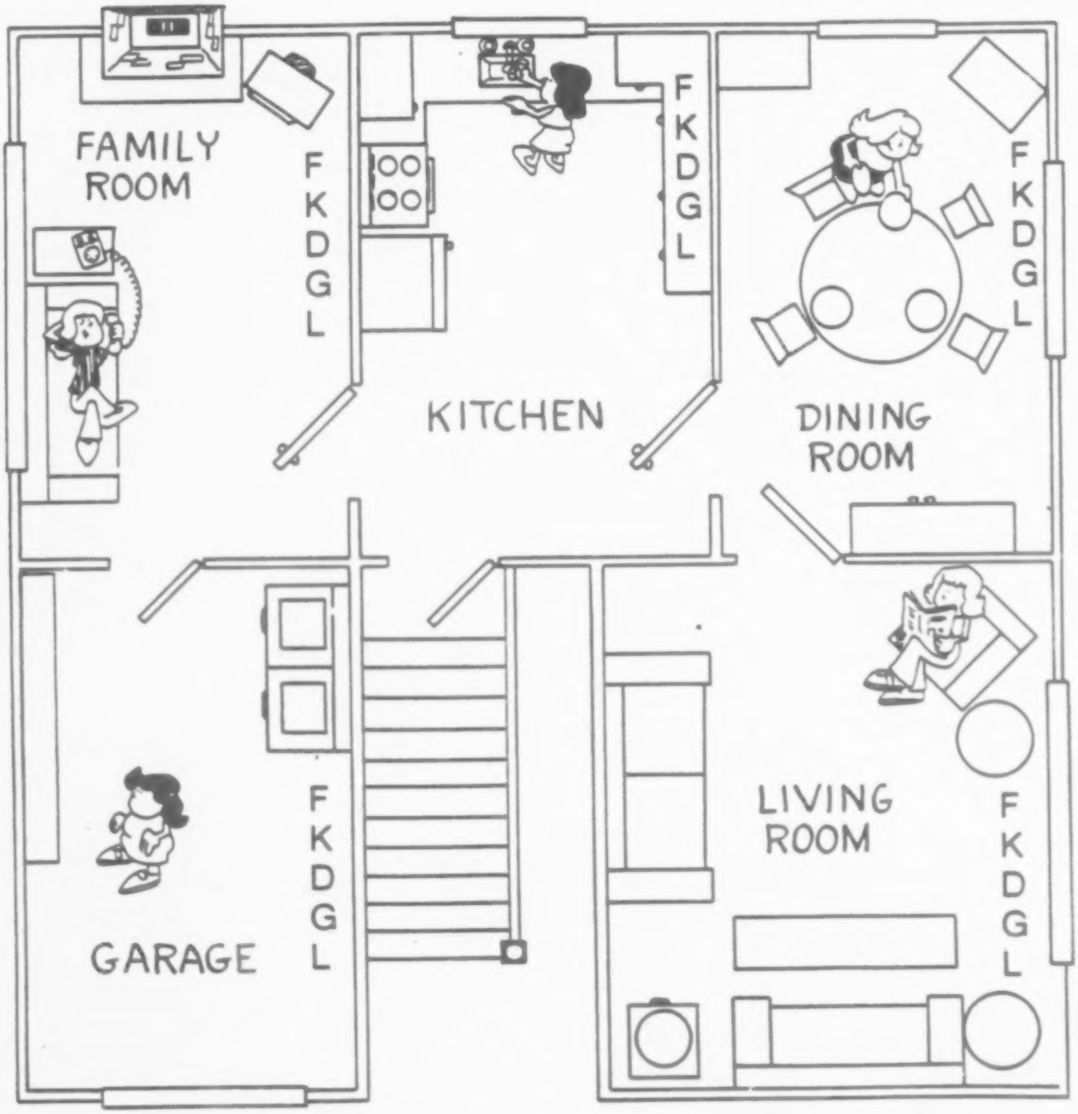
Worksheet 6.

## WHO'S WHERE?

Sample

Flo, Kit, Denise, Geri, and Lori are each in different rooms. No one is in a room that starts with the same first letter as her name. Lori is using the sink. Flo is setting the table. Geri is in a room next to Lori and Kit. Who is in each room? (Use the letters F, K, D, G, and L to eliminate possibilities.)


FAMILY ROOM
F K D G L
F K D G L
KITCHEN
DINING ROOM
F K D G L
GARAGE
F K D G L
LIVING ROOM
F K D G L

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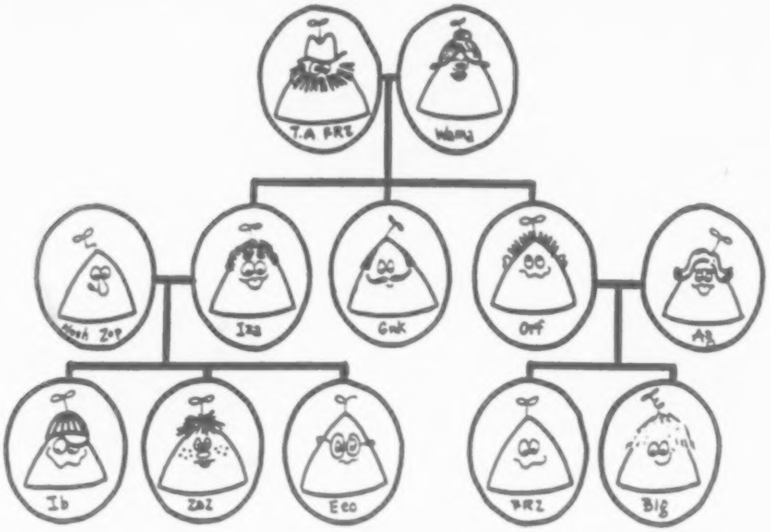
DRAWING CONCLUSIONS

# FAMILY TREE

Worksheet 7
Sample



Are the following statements
a) definitely true b) inferred (possibly true) c) you've got to be kidding (can't tell whether it could be true)

Write a, b, or c in front of each statement.

1. Straight hair runs in the FRZ family.
2. Gnk isn't the marrying type.
3. The FRZ family likes weird things coming out of the top of their heads.
4. FRZ is older than Blg.
5. When Blg learned his vowels, he could practice by writing his cousin's names, add a 'u' and sometimes 'y'.
6. The FRZ family only has one member with poor eye sight.
7. Ib is the athlete in the group.
8. None of the FRZ' has a weight problem.
9. FRZ' do a lot more talking than listening.
10. Blg was adopted.
11. Zaz inherited his hair from his parents.
12. All the FRZ family have pleasant dispositions.
13. When a FRZ buys a hat, it must have a hole cut in the top of it.

Worksheet 8

Lesson 19

# Logic in Reverse

Sample

All Statements

Name ______________________________

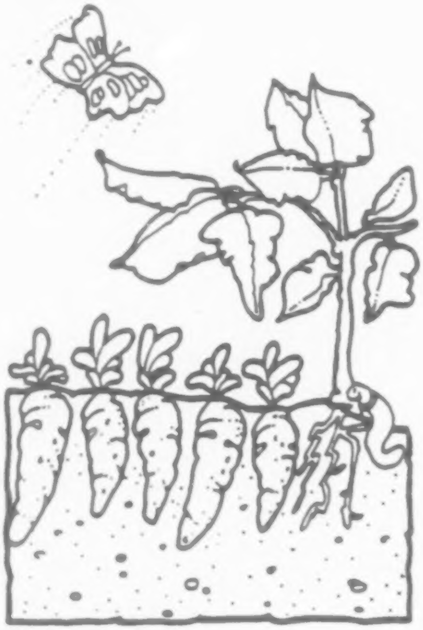
You have learned how to draw conclusions using **all statements**. But if you turn these statements around, will they still be true?

Example:

**All dogs can bark.**
**A poodle is a dog.**
**So a poodle can bark.**
But can you say that **all things that bark are dogs?**
Seals bark. Does that mean seal are dogs? Of course not.
Just because all dogs can bark, does not mean everything that barks is a dog!

➡ **You cannot reverse an "all statement."**

Read these statements and their reversals and tell whether they are true or not.



1. All zebras are striped.
   Zeke is our pet zebra.
   Is Zeke striped? ______________________
   My shirt is striped.
   Does this mean my shirt is a zebra? __________
2. All fish can swim.
   A trout is a fish.
   Can a trout swim? ______________________
   I can swim.
   Does this mean I am a fish? __________
3. All carrots are vegetables.
   I have a carrot in my lunch.
   Do I have a vegetable in my lunch? __________
   A bean is a vegetable.
   Does this mean a bean is a carrot? __________

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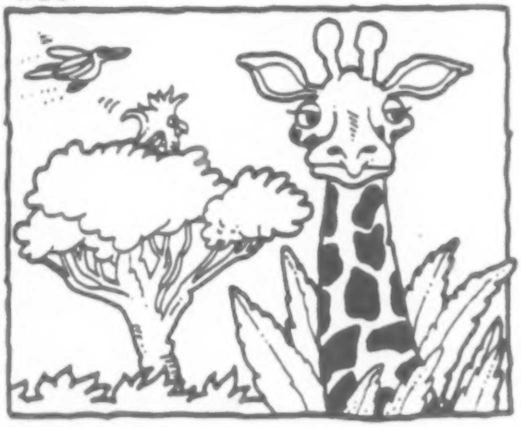
Worksheet 9

Sample

# Introducing No Statements

Name ______________________

**No statements** are different from **yes statements** in two important ways. **No statements** begin with the word "no" instead of the word "yes." Also **no statements** can be reversed and still be true.



Example:
If it is true that **no giraffes are birds**, then it must also be true that **no birds are giraffes**.
If there was just one little bird that was a giraffe, then it would not be true that no giraffes are birds!

Read these **no statements** and their reversals. Answer the questions that follow each statement.

1. If no bicycles are cars, can any cars be bicycles? ______________________
   Why? ______________________
2. If no cars have wings, can anything with wings be a car? ______________________
   Why? ______________________
3. If no cars can swim, can anything that can swims be a car? ______________________
   Why? ______________________

Write the reverse of each of these **no statements**.

4. No mammals have feathers, and no animals with feathers ______________________
   ______________________
5. No rabbits are purple, and no purple things ______________________
6. If no dogs are cats, then no cats ______________________
7. If no gleeks are glops, then no ______________________

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Make Predictions

Worksheet 10
Sample

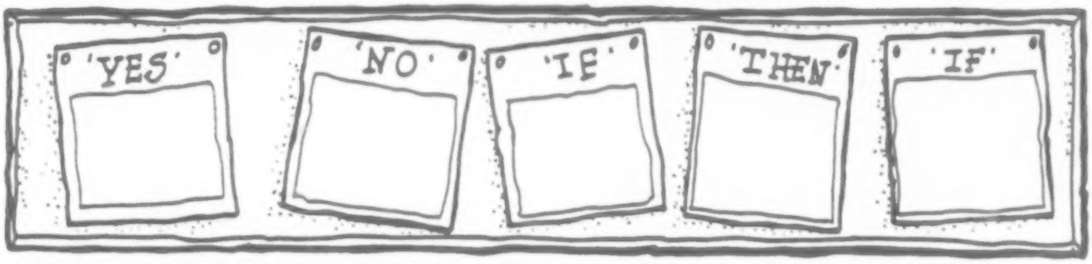
Lesson 30

# Iffy Situations

If-Then Statements

Name ______________________________

Read these **if-then statements** carefully. Then decide if the conclusion is correct. If it is, write "yes." If it is not correct, write "no."

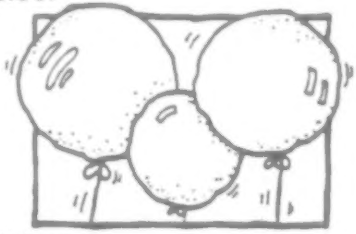


1. If Bob reads 10 books, then he will be awarded a reading certificate.
   Bob read 10 books.
   Can you conclude Bob was awarded a reading certificate? __________

2. If Jane watches TV, then she will not get her homework done.
   Jane did not finish her homework.
   Can you conclude Jane watched TV? __________

3. If Grandmother comes to visit, then Sara will sleep on the couch.
   Sara slept on the couch.
   Can you conclude Grandmother came to visit? __________

4. If Jim cuts the neighbor's grass, then he will earn $5.00.
   Jim cut the neighbor's grass.
   Can you conclude he earned $5.00? __________



5. If I stick a pin in my balloon, then it will pop.
   My balloon popped.
   Can you conclude I stuck a pin in it? __________

6. If Steve wins the race, then he will have three blue ribbons.
   Steve won the race.
   Can you conclude he has three blue ribbons? __________

7. If someone comes to my door, my dog barks.
   My dog is barking.
   Can you conclude there is someone at the door? __________

8. If it is Monday, then we have to go to school.
   We have to go to school.
   Can you conclude that it is Monday? __________

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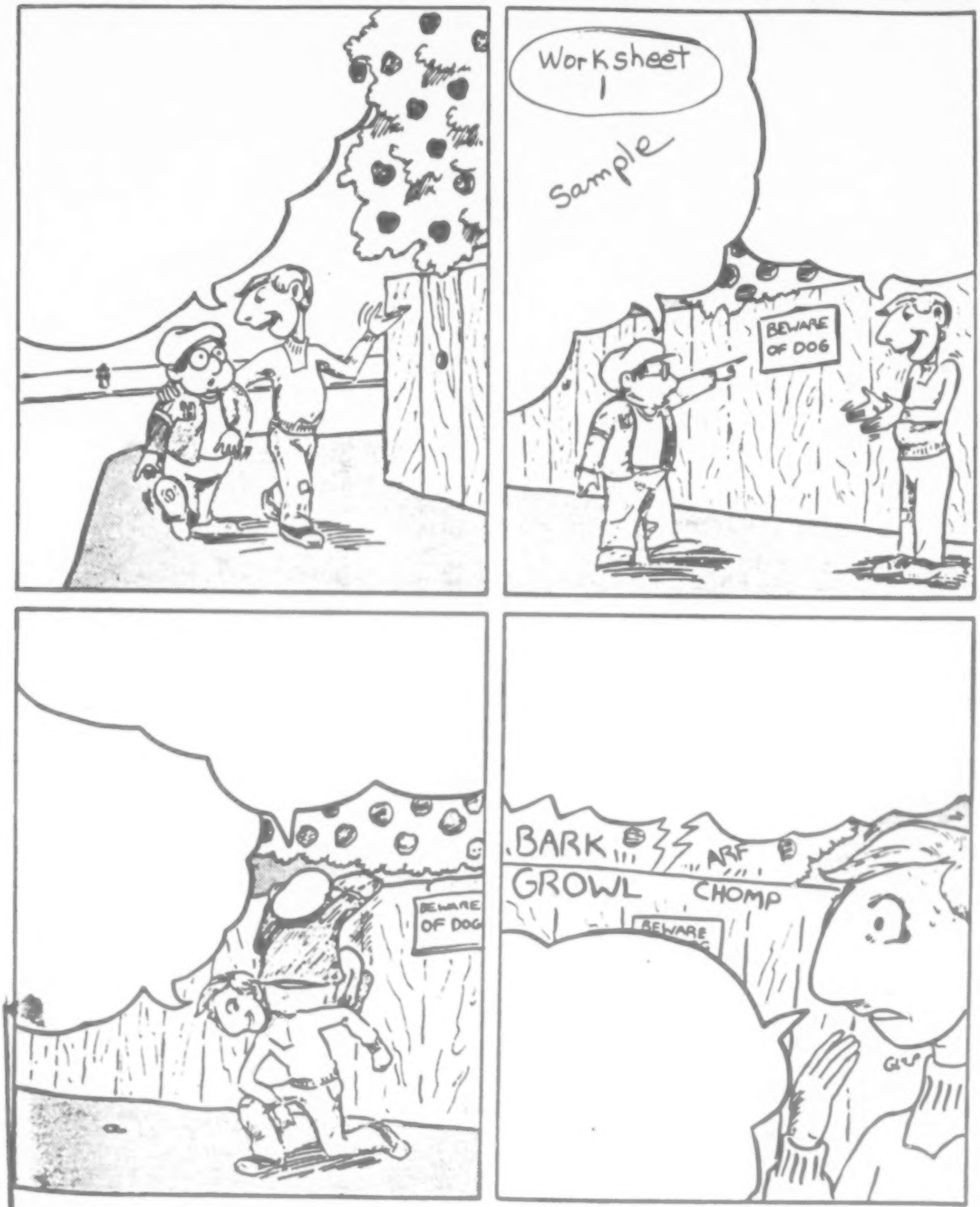
Main Idea

## ____________AND____________AND THE APPLES


BEWARE OF DOG
BEWARE OF DOG
BARK
ARF
GROWL
CHOMP
BEWARE
GULP

Worksheet 1

Sample

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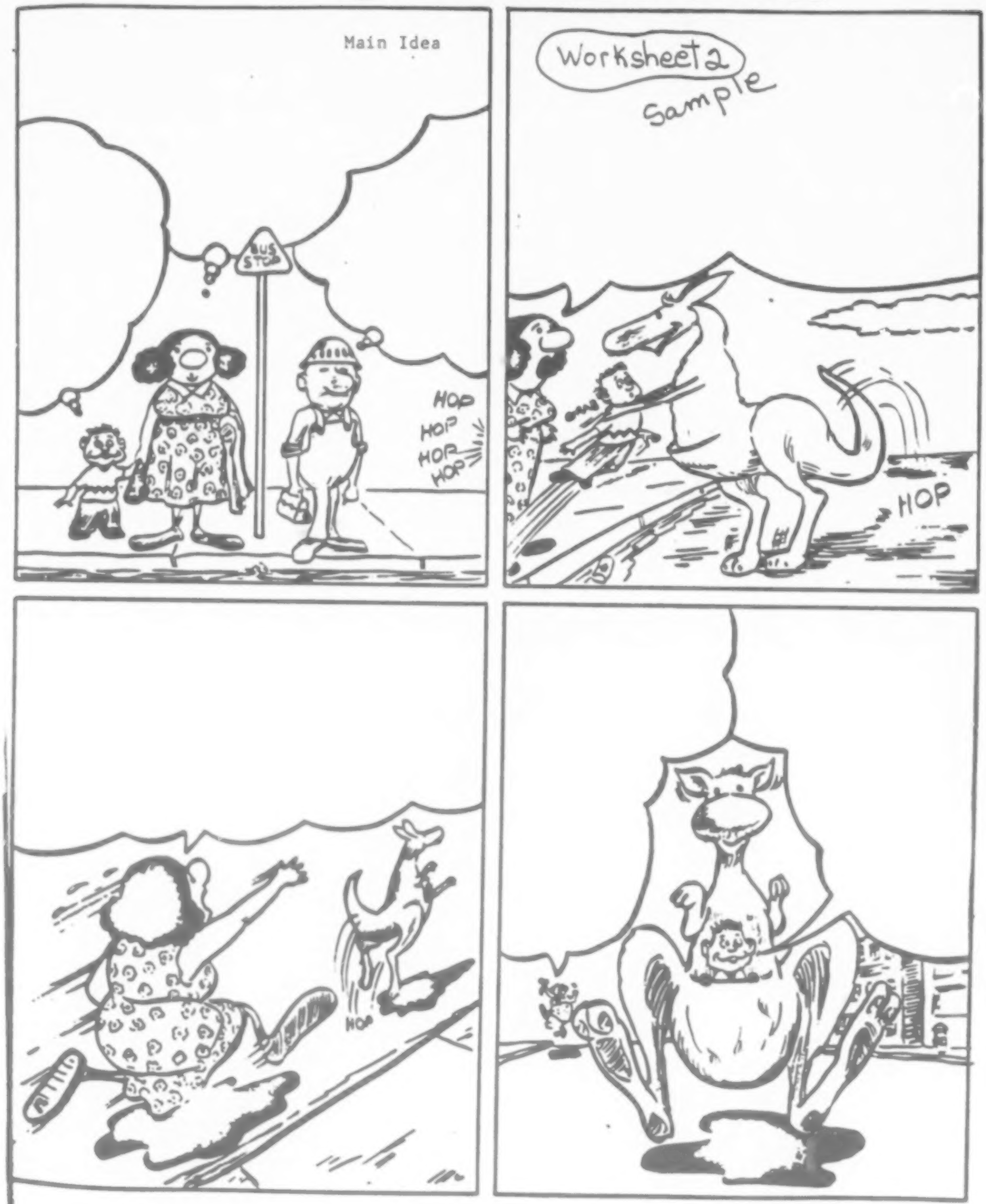
# METROPOLITAN HOP



Main Idea

Worksheet 2

Sample

BUS STOP
HOP
HOP
HOP
HOP
HOP
HOP

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# WHY?

Worksheet 3
Sample

In order to answer this big WHY you must first read the riddle. As you can see, that isn't going to be so easy. Start at the arrow. You may then move from square to square vertically, horizontally, or diagonally to figure out the riddle. When you have read the riddle, see if you can answer the WHY. You don't need all the words.

*Hint: Attention to punctuation marks and capitals will make it a little easier.

| | | ↓ | | | | |
|---|---|---|---|---|---|---|
| what | dog | A | old | dark | around | if |
| over | to | back | man | and | running | turned |
| where | a | over | ran | was | home. | he |
| he | masked | met | home | Near | Then | He |
| started. | It | man. | he | stopped. | above | black |
| then | Why? | afraid | He | think | After | So |
| did | night | hard | scared | eight | can't | never |

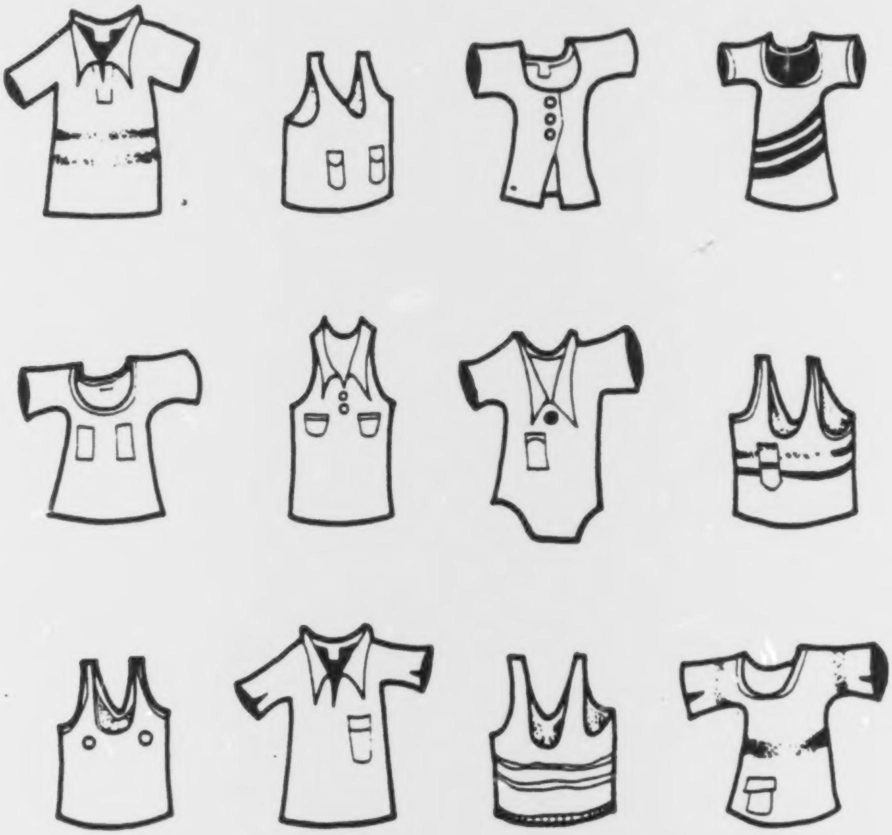
Name ______________________

## Attribute Action 2

Worksheet 4

Sample

Look carefully at the shirts and answer the questions.



SAMPLE PAGE

1. How many shirts have both sleeves and collars?
2. How many shirts with no sleeves have 2 pockets?
3. How many shirts with no collars have three buttons?
4. How many shirts with sleeves have no buttons and no pockets?
5. How many shirts with no collars have no sleeves, but have stripes?
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8. How many shirts with collars have sleeves and stripes but not buttons?

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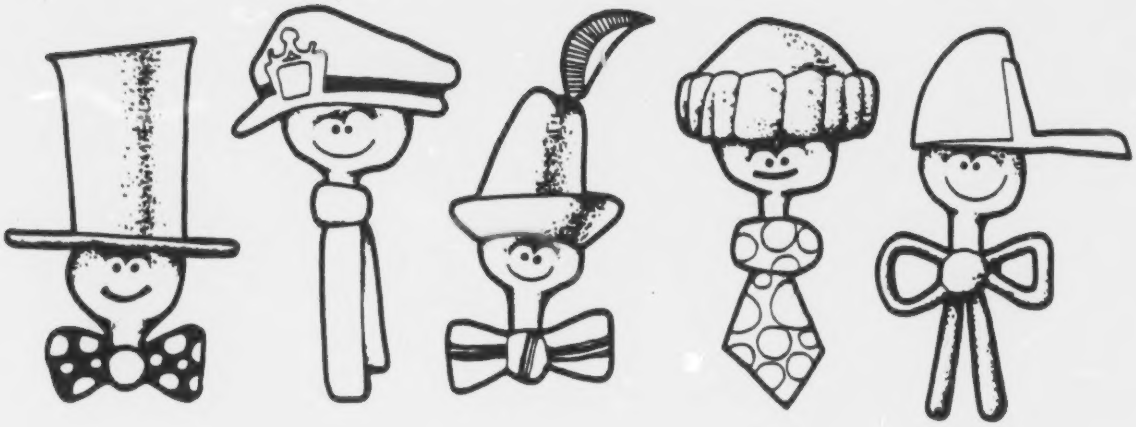
## Logical Line-Up 2

Worksheet 5

Sample

This is the Silly family—Sam, Susie, Sally, Stephen, and Oscar. Read the clues below. Then write the name of each Silly on the correct line.



__________ __________ __________ __________ __________

SAMPLE PAGE

Stephen is between two bow ties.

Sally is never next to her sister Susie, who wears a feather in her hat.

Sam loves bow ties and polka dots.

Oscar likes his wool knit cap.

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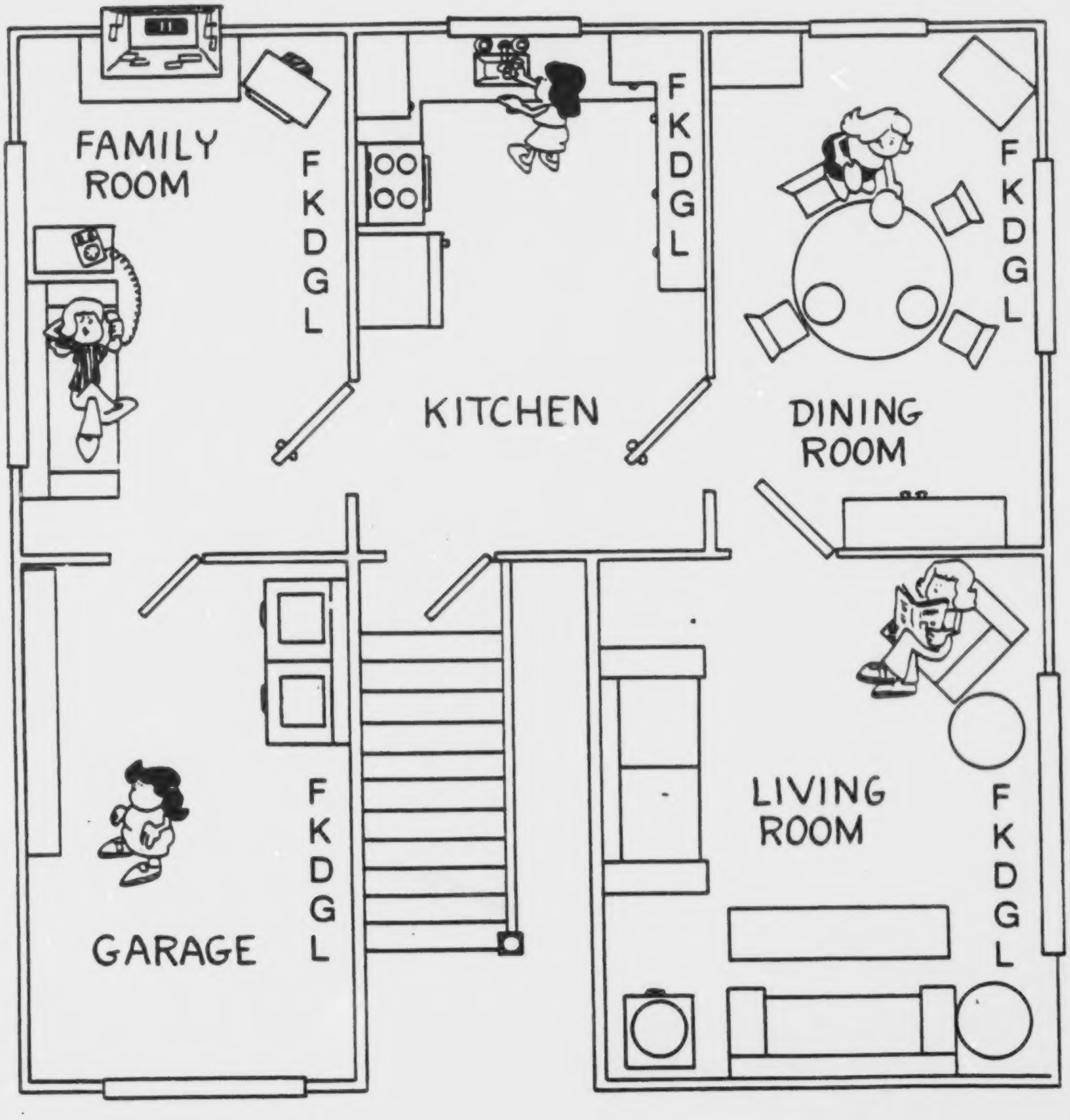
Worksheet 6.

# WHO'S WHERE?

Sample

Flo, Kit, Denise, Geri, and Lori are each in different rooms. No one is in a room that starts with the same first letter as her name. Lori is using the sink. Flo is setting the table. Geri is in a room next to Lori and Kit. Who is in each room? (Use the letters F, K, D, G, and L to eliminate possibilities.)


FAMILY ROOM
F K D G L
F K D G L
KITCHEN
F K D G L
DINING ROOM
F K D G L
GARAGE
LIVING ROOM
F K D G L

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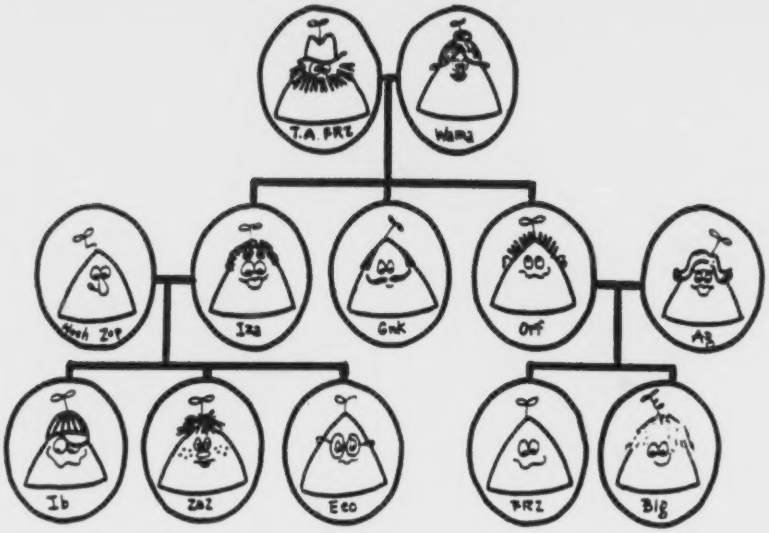
DRAWING CONCLUSIONS

Worksheet 7
Sample

# FAMILY TREE



Are the following statements
a) definitely true     b) inferred (possibly true)     c) you've got to be kidding
(can't tell whether it could be true)

Write a, b, or c in front of each statement.

1. Straight hair runs in the FRZ family.
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4. FRZ is older than Blg.
5. When Blg learned his vowels, he could practice by writing his cousin's names, add a 'u' and sometimes 'y'.
6. The FRZ family only has one member with poor eye sight.
7. Ib is the athlete in the group.
8. None of the FRZ' has a weight problem.
9. FRZ' do a lot more talking than listening.
10. Blg was adopted.
11. Zaz inherited his hair from his parents.
12. All the FRZ family have pleasant dispositions.
13. When a FRZ buys a hat, it must have a hole cut in the top of it.

Worksheet 8

Sample

# Logic in Reverse

Name ______________________________

You have learned how to draw conclusions using **all statements**. But if you turn these statements around, will they still be true?

Example:
**All dogs can bark.**
**A poodle is a dog.**
**So a poodle can bark.**
But can you say that **all things that bark are dogs?**
Seals bark. Does that mean seal are dogs? Of course not.
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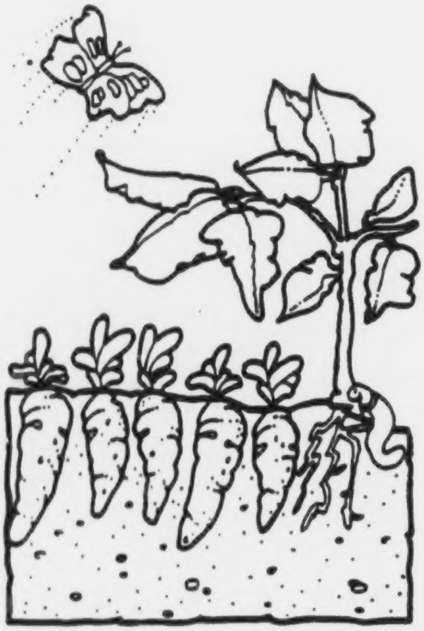
➡ **You cannot reverse an "all statement."**

Read these statements and their reversals and tell whether they are true or not.



1. All zebras are striped.
Zeke is our pet zebra.
Is Zeke striped? ______________________________
My shirt is striped.
Does this mean my shirt is a zebra? __________

2. All fish can swim.
A trout is a fish.
Can a trout swim? ______________________________
I can swim.
Does this mean I am a fish? ____ ___ ______

3. All carrots are vegetables.
I have a carrot in my lunch.
Do I have a vegetable in my lunch? __________
A bean is a vegetable.
Does this mean a bean is a carrot? __________

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Worksheet 9

Sample

# Introducing No Statements

Name ____________________

**No statements** are different from **yes statements** in two important ways. **No statements** begin with the word "no" instead of the word "yes." Also **no statements** can be reversed and still be true.

Example:

If it is true that **no giraffes are birds**, then it must also be true that **no birds are giraffes.**

If there was just one little bird that was a giraffe, then it would not be true that no giraffes are birds!

Read these **no statements** and their reversals. Answer the questions that follow each statement.

1. If no bicycles are cars, can any cars be bicycles? ____________________
   Why? ____________________
2. If no cars have wings, can anything with wings be a car? ____________________
   Why? ____________________
3. If no cars can swim, can anything that can swims be a car? ____________________
   Why? ____________________

Write the reverse of each of these **no statements**.

4. No mammals have feathers, and no animals with feathers ____________________
   ____________________
5. No rabbits are purple, and no purple things ____________________
6. If no dogs are cats, then no cats ____________________
7. If no gleeks are glops, then no ____________________

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Make Predictions

Worksheet 10
Sample

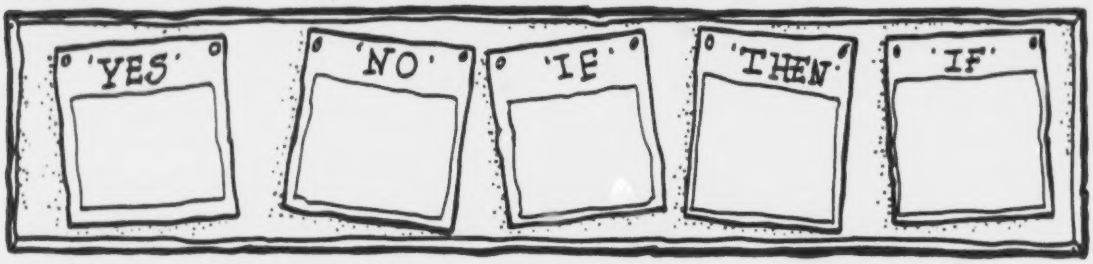
Lesson 30

# Iffy Situations

If-Then Statements

Name ____________________

Read these **if-then statements** carefully. Then decide if the conclusion is correct. If it is, write "yes." If it is not correct, write "no."



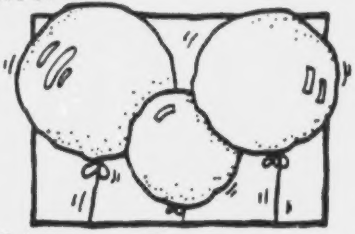
1. If Bob reads 10 books, then he will be awarded a reading certificate.
Bob read 10 books.
Can you conclude Bob was awarded a reading certificate? ________

2. If Jane watches TV, then she will not get her homework done.
Jane did not finish her homework.
Can you conclude Jane watched TV? ________

3. If Grandmother comes to visit, then Sara will sleep on the couch.
Sara slept on the couch.
Can you conclude Grandmother came to visit? ________

4. If Jim cuts the neighbor's grass, then he will earn $5.00.
Jim cut the neighbor's grass.
Can you conclude he earned $5.00? ________

5. If I stick a pin in my balloon, then it will pop.
My balloon popped.
Can you conclude I stuck a pin in it? ________



6. If Steve wins the race, then he will have three blue ribbons.
Steve won the race.
Can you conclude he has three blue ribbons? ________

7. If someone comes to my door, my dog barks.
My dog is barking.
Can you conclude there is someone at the door? ________

8. If it is Monday, then we have to go to school.
We have to go to school.
Can you conclude that it is Monday? ________

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# LEVEL II THINKING SKILL IDEAS

The level II ABE student demonstrates that decoding skills are in place, and is usually ready to deal with more lengthy material such as paragraphs and passages.

The following resource material presents ways to develop and extend thinking skills.

## 1. QUESTIONING FOR QUALITY THINKING

**Knowledge** — *Identification and recall of information*

Who, what, when, where, how ________________?
Describe ________________________.

**Comprehension** — *Organization and selection of facts and ideas*

Retell ________________ in your own words.
What is the main idea of ________________?

**Application** — *Use of facts, rules, principles*

How is ________ an example of ________?
How is ________ related to ________?
Why is ________________ significant?

**Analysis** — *Separation of a whole into component parts*

What are the parts or features of ________________?
Classify ________ according to ________.
Outline/diagram/web ________________.
How does ______ compare/contrast with ______?
What evidence can you present for ________________?

**Synthesis** — *Combination of ideas to form a new whole*

What would you predict/infer from ________________?
What ideas can you add to ________________?
How would you create/design a new ________________?
What might happen if you combined ________ with ________________?
What solutions would you suggest for ________________?

**Evaluation** — *Development of opinions, judgments, or decisions*

Do you agree ________________?
What do you think about ________________?
What is the most important ________________?
Prioritize ________ according to ________.
How would you decide about ________________?
What criteria would you use to assess ________________?

## STRATEGIES TO EXTEND STUDENT THINKING

- **Remember "wait time I and II"**
  Provide at least three seconds of thinking time after a question and after a response.
- **Utilize "think-pair-share"**
  Allow individual thinking time, discussion with a partner, and then open up for the class discussion.
- **Ask "follow-ups"**
  Why? Do you agree? Can you elaborate? Tell me more. Can you give an example?
- **Withhold judgment**
  Respond to student answers in a non-evaluative fashion.
- **Ask for summary to promote active listening**
  *"Could you please summarize John's point?"*
- **Survey the class**
  *"How many people agree with the author's point of view?"* ("thumbs up, thumbs down")
- **Allow for student calling**
  *"Richard, will you please call on someone else to respond?"*
- **Play devil's advocate**
  Require students to defend their reasoning against different points of view.
- **Ask students to "unpack their thinking"**
  *"Describe how you arrived at your answer."* ("think aloud")
- **Call on students randomly**
  Avoid the pattern of only calling on those students with raised hands.
- **Encourage student questioning**
  Let the students develop their own questions.
- **Cue student responses**
  *"There is not a single correct answer for this question. I want you to consider alternatives."*

**Language and Learning Improvement Branch**
**Division of Instruction**
**Maryland State Department of Education**

## 2. "In Place Of"

| | |
|---|---|
| IN PLACE OF explaining the objectives for a new unit | TRY having students list all they know about the topic to involve them in establishing unit objectives. |
| IN PLACE OF opening class with a statement of the objective | TRY opening class with a question, to be answered in writing at the end of class. |
| IN PLACE OF reviewing yesterday's class by leading a discussion | TRY asking each student, in one minute, to write down a question based on yesterday's lesson. Use these questions to lead the discussion. |
| IN PLACE OF using a drill to begin class | TRY having each student prepare a single drill item. |
| IN PLACE OF asking questions about what the students have studied | TRY giving answers and asking students to create the questions. |
| IN PLACE OF giving students a problem to be solved | TRY giving the students a situation and asking them to create the problem. |
| IN PLACE OF giving directions for a project | TRY showing students the finished product and having them list the materials and procedures they think they would use to complete the project. |
| IN PLACE OF moving right into discussion from a film, story, article, or chapter | TRY giving students a few minutes to jot down reactions or answers to a central question. |
| IN PLACE OF writing guide questions or fill-in-the-blanks to guide reading | TRY reading the title, subtitle, or opening paragraph and asking students to write several questions they would expect to have answered as they read. |
| IN PLACE OF asking students to fill out a worksheet about the major concepts of a lesson | TRY webbing or charting with the students to create a study guide. |
| IN PLACE OF asking students to take factual notes | TRY asking students to write a first person account using the facts. |
| IN PLACE OF writing quiz or test items yourself | TRY showing students how to do it, and using their items to create the test (essay, multiple choice, true/false). |

3. Make a Reading & Writing Connection

| Reading Comprehension Question: | | Reading and Writing Connection: |
|---|---|---|
| What is the main idea? | → | How is the essay put together? |
| What fact supports the main idea | | What is the framework? |
| | | How has the author used facts to support his opinion? |
| | | Does the author hook you? How? |
| Where does the story take place? | → | How does the author let you know the setting? |
| | | What do you expect will happen next? |
| | | What clues does the author give you? |
| What was the setting? | → | Where do you first learn about it? |
| | | How does the author convey the information about the setting? |
| | | Does the author utilize description and example? |
| What is the author's style? | → | How are the authors' styles different from each other? |
| | | Is one more effective? |
| Based on the information you can make what conclusion? | → | Has the author presented enough information to support his conclusion? |
| | | Is the conclusion related to the information in the essay? |

4. CRITICAL THINKING WORKSHEETS - Worksheets 11-17 present samples of commercial reproducible materials which emphasize critical thinking.

Worksheet 11

Sample.

NAME_______________________________ DATE_______________________________

## DOES IT MAKE SENSE?

DIRECTIONS: Read the statements below very carefully. Then try to decide, on the basis of logical and inferential thinking, if they make sense. Circle the "S" if the statement is logical, and the "N" if it is not.

**EXAMPLE:** Even if two children are twins, they are not exactly the same age. (One of them had to be born first.) [✓ S] N

1. Mary is older than Susan. Susan is older than Mary. S N
2. This store has fresh apples. They were delivered to the store two years ago. S N
3. Muscular men are always brave. S N
4. A pound of iron is heavier than a pound of chicken feathers. S N
5. Your mother's brother is your uncle. S N
6. A dog can run as fast as a camel because they both have four legs. S N
7. The month of February does not always have 28 days. S N
8. It is possible for a child to have three natural parents. S N
9. You can mix cherries with apples and call it a fruit salad, but you can't mix plums and strawberries and call it that. S N
10. If a boy is taller than his father, the boy is a giant. S N
11. Butter melts when placed on a cube of ice. S N
12. All men are mortal. S N
13. When you see red, white, and blue, you know it's the American flag. S N
14. If an apple falls from a tree, it always falls in a downward direction. S N
15. Because women are healthier, they live longer than men. S N
16. New York is to Chicago as Miami is to Miami Beach. S N
17. Twins look alike because they were born on the same day. S N
18. My father's father is my grandfather. S N

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(Worksheet 12) Sample

# WELL-KNOWN SAYINGS

**Use what you know about patterns to fill in the missing letters.**

1. _n _pple _ _ay _eeps _he _octor _way.
2. _wo _eads _re _etter _han _ne.
3. _he _rass _s _lways _reener _n _he _ther _ide.
4. _aste _akes _aste.
5. _ime _s _oney.
6. _eauty _s _nly _kin _eep.
7. Spar_ th_ ro_ an_ spoi_ th_ chil_.
8. Th_ pe_ i_ mightie_ tha_ th_ swor_.
9. Don'_ coun_ you_ chicken_ befor_ the_ hatc_.
10. Don'_ pu_ th_ car_ befor_ th_ hors_.
11. A bir_ i_ th_ han_ i_ wort_ tw_ i_ th_ bus_.
12. A stitc_ i_ tim_ save_ nin_.
13. _________ makes the heart grow fonder.
14. A ______ for your thoughts.
15. _____ flies when you're having fun.
16. _ couldn't care less.
17. ________ who live in glass houses shouldn't throw stones.
18. The _____ of money is the root of all evil.
19. A long _________ begins with one step.
20. You c___'_ teach an o__ d__ new t______.
21. R____ wasn't b_____ in a d__.
22. If at f_____ you don't s_______, try, t__ a_____.
23. When t__ c___'_ a____ the mice w____ p____.
24. Better s____ t____ sorry.
25. _e_ __ee_i__ _o__ _ie.
26. A_ ou___e o_ ___e_e__io_ i_ _o____ a _ou__ o_ _u_e.
27. ___e _oa_ _o _ea_e_ i_ _a_e_ _i__ _oo_ i___e___io__.
28. A _oo_ a___ _i_ _o_ey a_e _oo_ _a__e_.
29. A _e__y _a_e_ i_ a _e__y ea__e_.
30. _o_ey _a____.

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Worksheet 13 Sample

# WELL-KNOWN SAYINGS

## ANSWER KEY

1. An apple a day keeps the doctor away.
2. Two heads are better than one.
3. The grass is always greener on the other side.
4. Haste makes waste.
5. Time is money.
6. Beauty is only skin deep.
7. Spare the rod and spoil the child.
8. The pen is mightier than the sword.
9. Don't count your chickens before they hatch.
10. Don't put the cart before the horse.
11. A bird in the hand is worth two in the bush.
12. A stitch in time saves nine.
13. Absence makes the heart grow fonder.
14. A penny for your thoughts.
15. Time flies when you're having fun.
16. I couldn't care less.
17. People who live in glass houses shouldn't throw stones.
18. The love of money is the root of all evil.
19. A long journey begins with one step.
20. You can't teach an old dog new tricks.
21. Rome wasn't built in a day.
22. If at first you don't succeed, try, try again.
23. When the cat's away the mice will play.
24. Better safe than sorry.
25. Let sleeping dogs lie.
26. An ounce of prevention is worth a pound of cure.
27. The road to heaven is paved with good intentions.
28. A fool and his money are soon parted.
29. A penny saved is a penny earned.
30. Money talks.

SUNBURST COMMUNICATIONS © 1984

Worksheet 14
Sample

NAME________________________ DATE________________________

## THINGS THAT SYMBOLIZE

DIRECTIONS: Each word below can be symbolized by many different objects. For example, in the first exercise, love can be symbolized by flowers. A wedding scene too can symbolize love. In each exercise, try to think of three things that could symbolize the word on the left.

1. LOVE ____flowers____ ____couple____ ____wedding____
2. HATE ____________ ____________ ____________
3. CRIME ____________ ____________ ____________
4. EMOTION ____________ ____________ ____________
5. TREASURE ____________ ____________ ____________
6. DESPAIR ____________ ____________ ____________
7. FRIENDSHIP ____________ ____________ ____________
8. ANXIETY ____________ ____________ ____________
9. GREATNESS ____________ ____________ ____________
10. HUMOR ____________ ____________ ____________
11. RECREATION ____________ ____________ ____________
12. TALENT ____________ ____________ ____________
13. WINTER ____________ ____________ ____________
14. AGGRESSION ____________ ____________ ____________
15. DANGER ____________ ____________ ____________
16. GENEROSITY ____________ ____________ ____________
17. EDUCATION ____________ ____________ ____________
18. SAFETY ____________ ____________ ____________
19. POWER ____________ ____________ ____________
20. JOY ____________ ____________ ____________

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( WorksheeT 15 )
Sample

# Post Code

Uncle Mort always sends postcards written in code. Using scratch paper, follow the instructions to decode the message. Then, write the decoded message on the lines at the bottom of the page.

Postcard

LPNDXNPHXOSBYXNYGRYTOZXIT
XISYXOSAXPTFPLLXWP
YEPLXYEXINFXGPWTIHPXUT
BYNXGISYYNZLOXPSTXYH
SYEYXHCXISYXOSAXPTNUDYRSTNODZ

## Decoding Instructions

1. Switch every "X" with the second letter after it.
2. Switch every vowel, except for "Y," with the letter before it.
3. Replace these letters in the following order:
   "E" becomes "P,"
   "Y" becomes "E,"
   "A" becomes "Y,"
   "O" becomes "A,"
   and "P" becomes "O."
4. Replace each "X" with a space and each "Z" with a period.
5. Replace the first and third "O" on the third line, and the first "O" on the fifth line with a "P."

The Message:

Name ____________________

Adventures with Logic, copyright © 1985 David S. Lake Publishers

Worksheet 16
Sample

NAME______________________________ DATE______________________________

## INFERRING A STATEMENT

DIRECTIONS: Below you will find the beginning of a statement that can be completed by one of three answers. Try to pick the *best* answer and circle it.

EXAMPLE: THE MORE YOU LEARN,
- a. the worse for you.
- b. the higher you climb.
- [✓ c.] the greater your knowledge.

1. THE FASTER YOU RUN,
   - a. the quicker you'll reach your goal.
   - b. the better it is.
   - c. the faster you will finish.
2. THE MORE IT RAINS,
   - a. the cooler it gets.
   - b. the damper the soil.
   - c. the better your umbrella must be.
3. THE RICHER YOU ARE,
   - a. the more money you have.
   - b. the poorer you will get.
   - c. the better you are.
4. THE MORE WORDS YOU KNOW,
   - a. the better your grades in school.
   - b. the higher you go in college.
   - c. the better you can express yourself.
5. THE MORE FOOD YOU EAT,
   - a. the better for your health.
   - b. the more you gain weight.
   - c. the more popular you are with the cook.
6. THE MORE YOU KNOW,
   - a. the smarter you are.
   - b. the quicker you will get out of school.
   - c. the more friends you will have.
7. THE HOTTER IT IS,
   - a. the higher the temperature.
   - b. the more you need a thermometer.
   - c. the fewer clothes you should wear.
8. THE TALLER YOU ARE,
   - a. the thinner you are.
   - b. the more you eat.
   - c. the higher you can reach.
9. THE GREATER THE MAN,
   - a. the more admired he will be.
   - b. the taller he will be.
   - c. the smarter he is.
10. THE BIGGER THE STEAK,
    - a. the better it is.
    - b. the heavier it is.
    - c. the higher the price.

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Worksheet 17.
Sample.

NAME________________________________ DATE________________________________

## INFERRING AN OCCUPATION

DIRECTIONS: The excerpts from conversations below allow you to infer a person's occupation. Read them carefully, and write the person's occupation/profession in the blank.

EXAMPLE: As I was getting ready to land, my landing gear malfunctioned. airplane pilot

1. After working for 10 hours at the restaurant, all I had earned in tips was $3.10. ____________________
2. Whew! What traffic today! By the time I finish I will have issued 16 tickets. ____________________
3. My examination shows that the child is mildly retarded and needs to be placed in special education classes. ____________________
4. It looks like the carburetor is not functioning properly. I'll fix it by tomorrow! ____________________
5. James, you have failed your test. May I see you for a minute? ____________________
6. After 10 lessons, he will know how to sit, stay, and heel on command. ____________________
7. Sorry, we are sold out. Will you come back next week when a new shipment comes in? ____________________
8. We'll try to find the sunken treasure off the Bermuda coast. Got your gear? ____________________
9. I shall be glad to defend you if you agree to take a lie detector test and to appear in court. ____________________
10. Sorry, Hemingway's *The Old Man and the Sea* is misplaced on the shelves. I'll help you locate it. ____________________
11. "Lightning" was in good shape today. We won the race by a nose! ____________________
12. That's $400 for the casket. Graveside services will run a little higher. ____________________

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COMMERCIAL THINKING SKILL MATERIALS

The following is a sampling of the many reproducible sets of materials which emphasize critical thinking skills.

Adventures With Logic
Fearon Teacher Aids
David S. Lake Publishers
P.O. Box 741-B
Belmont, CA 94002

Basic Concepts for Learning
Wise Owl Publications
Blaine, Washington 98230

Fun House Maze
Sunburst Communications for the
Apple Computer
39 Washington Avenue
Pleasantville, N.Y 10570

Primarily Logic
by Judy Leimbach
Dandy Lion, Publications
San Luis Obispo, CA
1986

Rebuses, Signs & Symbols - Kit
Wise Owl Publications
P.O. Box 1656
Blaine, Washington 98230

Spelling Games and Puzzles
Fearon - Pittman Publishers. Inc.
6 Davis Drive
Belmont, CA 94002

Thinker Tasks
Creative Publications
P.O. Box 10328
Palo Alto, CA

Analyze
Think - excise, Dept. B
P.O. Box 15050
Phoenix, Arizona 85060

Building Thinking Skills
Midwest Publications
P.O. Box 448
Pacific Grove, CA 93950

Problem Parade (Grade 4-6)
Dale Seymour Publications
P.O. Box 10888
Polo Alto, CA 94303
Copyright 1984

Reasoning Skills Package
"Classifications & Opposites"
J. Weston Walch, Publisher
Box 658
Portland, ME 04104
C. 1982

Reasoning Skills Package
"Summaries & Symbolizations"

Reasoning Skills Package
"Inferential Thinking"

Reasoning Skills Package
"Analogies & Similies"

Reasoning Skills Package
"Creative Thinking &
Problem Solving"

Writing to Persuade
David S. Lake Publishers
19 Davis Drive
Belmont, CA 94002

# WRITING APPROACHES

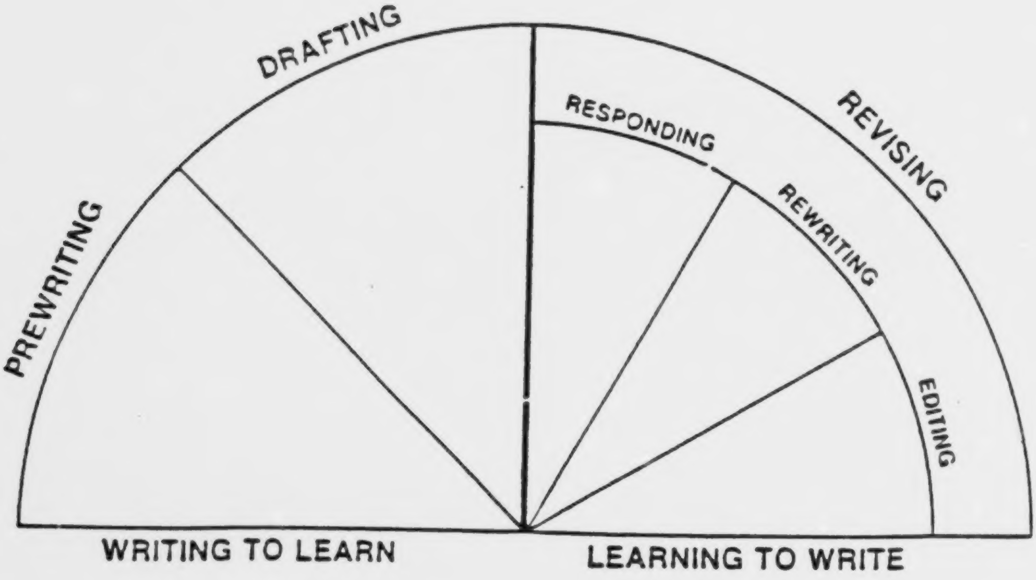
Writing is a process which promotes not only the necessary skill of clear expression, but vital skills such as critical thinking and problem solving.

## A PROCESS

By looking at how experienced writers approach a writing task, researchers have learned that most writers go through several steps on their way to final copy. Each step in this process is a valuable teaching tool. Prewriting and drafting promote critical thinking skills as students write to learn more about a subject. Revising encourages more effective communication as students learn to write for an audience outside themselves.

Prewriting - to generate and organize ideas
Drafting - to assemble ideas into a whole
Revising - to re-think, reorganize, and polish

THE WRITING PROCESS


PREWRITING
DRAFTING
RESPONDING
REWRITING
EDITING
REVISING
WRITING TO LEARN
LEARNING TO WRITE

What is writing-to-learn?

- Since writing can serve as a tool for learning as well as a means to display acquired knowledge, students can write in order to think and learn about whatever they are studying.

- Writing-to-learn is exploratory, divergent, searching, speculative, talky, self-expressive, and unedited.

- A writing-to-learn activity asks the students to use their own language to integrate, synthesize, evaluate, or question rather than to demonstrate acquisition of information.

- Because writing-to-learn activities foster fluency, they can lead to improved organization and clarity.

What kind of writing should students be doing in my discipline?

- Writing-to-learn activities can be used to help students explore ideas in all disciplines.

- Opportunities for students to write in different forms for different audiences and to respond to each other's writing should be made available where they can reinforce content understanding.

How should writing-to-learn activities be assessed?

- Instead of collecting writing-to-learn activities, teachers can make use of them for discussion, sharing, reporting, note-taking, response to reading or viewing.

- If teachers do collect this kind of writing, assessment should consist of comments on ideas and/or credit for completion instead of editing and/or formal grading.

- A writing-to-learn activity should be labeled "draft" so that it cannot be mistaken for final copy.

How can writing-to-learn be incorporated into my discipline without taking time away from other curricular objectives?

- When writing-to-learn becomes an alternate strategy in a teacher's repetoire, writing may be used in place of existing approaches to teach curriculum objectives and to vary methodology.

- Writing activities should be naturally integrated to teach content understandings.
- Since the writing is used as a tool for learning, it may be as short as one sentence if it engages the student in thought about the content.

## The Planning Stage

Observe students who begin to draft a piece of writing without much thought about what they want to include or where they intend to go in the writing. They may hesitate after the second sentence, search for another thought, crumple the paper, begin again, change their minds, crumple the paper, begin again, and then perhaps string together ideas as they occur. The experience is frustrating for the student, and the lack of thought may be reflected in the final product. Quality writing depends upon students taking the time before drafting to think about the writing task and plan for the first draft. Called prewriting by some, predrafting or planning by others, this first stage in the writing process is a vital one and should become a natural part of each student's writing pattern.

In this planning stage important things happen. Students gather ideas, explore their possibilities, select the most useful and relevant, expand and shape these ideas. Thus, they can approach the first draft with confidence. There is no need to puzzle over each sentence or continually begin new drafts.

Before beginning a draft, students need to gather as much material or generate as many ideas as possible in order to choose the material that will best accomplish the purpose.

## Webbing

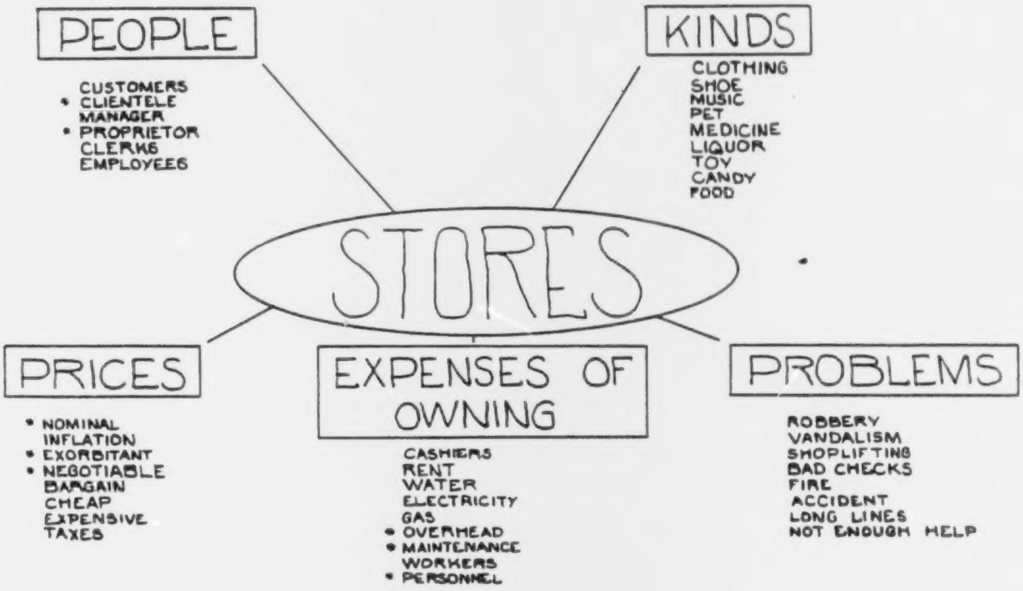
Brainstorming is a highly effective method for generating ideas and can be especially powerful when used by both groups and individuals. In brainstorming, groups or individuals come up with as many ideas about the topic as possible, even "wild and crazy" ideas, since these may lead to new insights. The participants seek to build on ideas and avoid making judgements about their importance or quality so that the flow of ideas is not inhibited.

Some writers simply create categories and lists of words or phrases they associate with the topic. Others use free writing, putting down everything that comes to mind in a stream-of-consciousness fashion, barely lifting the pen, not worrying about punctuation or structure, letting the thoughts connect with each other as they occur.

Visual forms, sometimes called "webs," "think-links," or "mind maps," are also used to generate ideas. A core idea goes in the middle, and the writer branches off this idea with points and details as they come to mind. Additional related details branch off these.

The following are examples of "webbed" ideas. Once all ideas are down, they can be put together in related groups. Circles, boxes, and arrows might be used to show common groupings.

# WEBBING SAMPLES


STORES
PEOPLE
CUSTOMERS
• CLIENTELE
MANAGER
• PROPRIETOR
CLERKS
EMPLOYEES
KINDS
CLOTHING
SHOE
MUSIC
PET
MEDICINE
LIQUOR
TOY
CANDY
FOOD
PRICES
• NOMINAL
INFLATION
• EXORBITANT
• NEGOTIABLE
BARGAIN
CHEAP
EXPENSIVE
TAXES
EXPENSES OF OWNING
CASHIERS
RENT
WATER
ELECTRICITY
GAS
• OVERHEAD
• MAINTENANCE
WORKERS
• PERSONNEL
PROBLEMS
ROBBERY
VANDALISM
SHOPLIFTING
BAD CHECKS
FIRE
ACCIDENT
LONG LINES
NOT ENOUGH HELP

## Gunman Injures 11 Teen-Agers Outside Tampa Skating Rink

TAMPA, Fla.—Eleven teen-agers suffered minor injuries from shotgun blasts before dawn yesterday as they walked from a skating rink, police said.

The young people, ages 13 to 19, had just left Stardust Skating Rink in east Tampa when a small blue car carrying two young men stopped in front of one group of teens, police said.

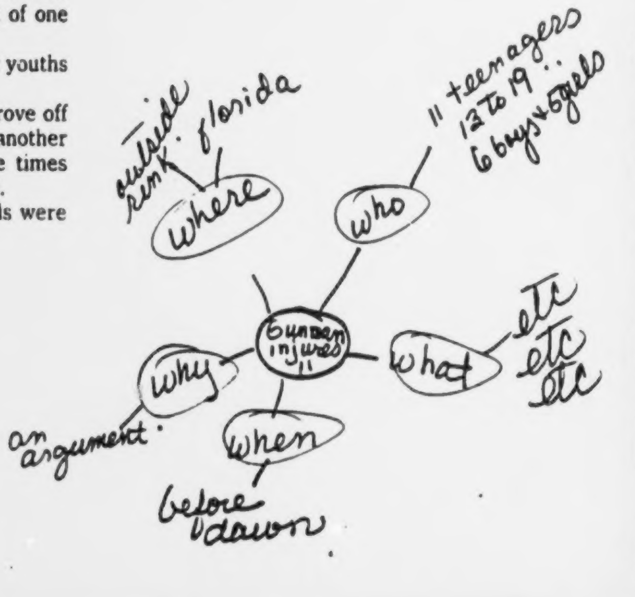
The passenger got out of the car and hit six youths with shotgun blasts.

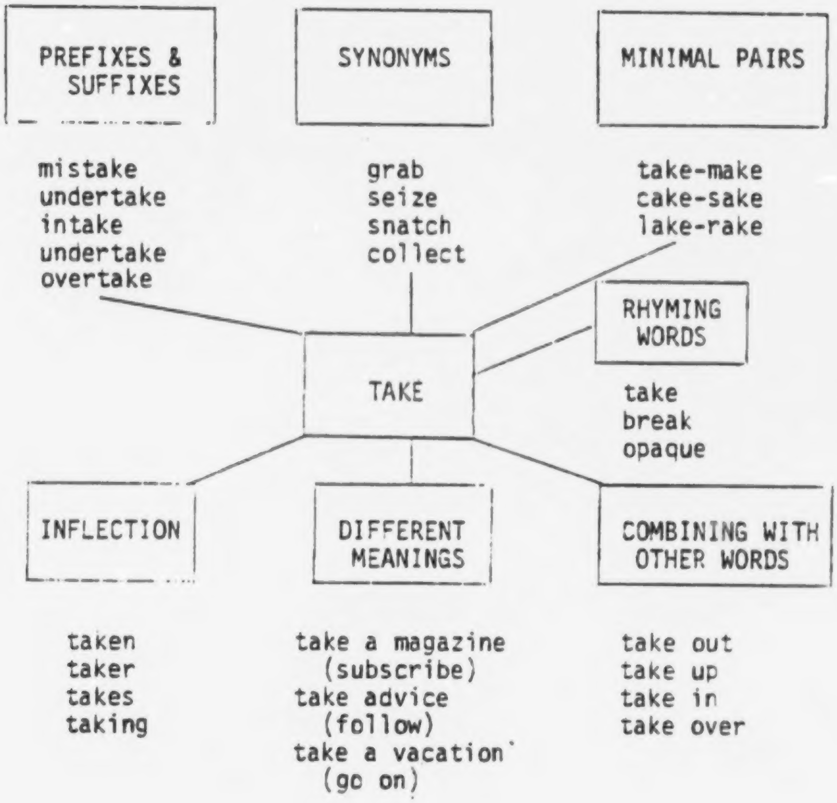
The gunman got back into the car, which drove off and stopped about two blocks away in front of another group of teens. The gunman fired four more times into the crowd, injuring five youths, police said.

Lt. Harold Reese said six boys and five girls were hit by birdshot in the attacks. None was seriously injured. He said 10 people were treated at Tampa General Hospital and one at Centro Asturaino Hospital.

The incident apparently started after an argument Saturday, Reese said. "Two teen-agers had an argument and one told his brother about it," he said. "We think that's what happened."

Two Tampa teens are sought by police.


Gunman injures 11
where
outside rink. florida
who
11 teenagers 13 to 19 .. 6 boys & 5 girls
what
etc
etc
etc
when
before dawn
why
an argument.



TAKE

PREFIXES & SUFFIXES
mistake
undertake
intake
undertake
overtake

SYNONYMS
grab
seize
snatch
collect

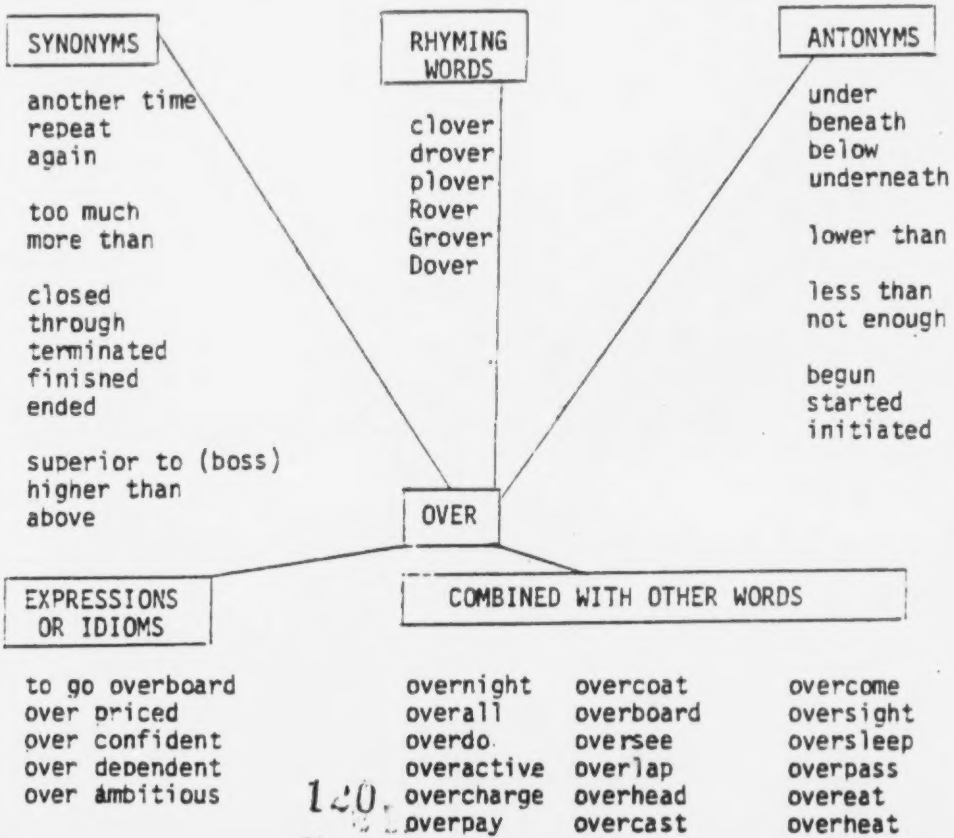
MINIMAL PAIRS
take-make
cake-sake
lake-rake

RHYMING WORDS
take
break
opaque

INFLECTION
taken
taker
takes
taking

DIFFERENT MEANINGS
take a magazine
(subscribe)
take advice
(follow)
take a vacation
(go on)

COMBINING WITH OTHER WORDS
take out
take up
take in
take over



OVER

SYNONYMS
another time
repeat
again

too much
more than

closed
through
terminated
finisned
ended

superior to (boss)
higher than
above

RHYMING WORDS
clover
drover
plover
Rover
Grover
Dover

ANTONYMS
under
beneath
below
underneath

lower than

less than
not enough

begun
started
initiated

EXPRESSIONS OR IDIOMS
to go overboard
over priced
over confident
over dependent
over ambitious

COMBINED WITH OTHER WORDS
overnight
overall
overdo
overactive
overcharge
overpay
overcoat
overboard
oversee
overlap
overhead
overcast
overcome
oversight
oversleep
overpass
overeat
overheat

# LIFE SKILL APPROACH

## LEARNING COMPETENCY TOPICS
## RELATED ACTIVITIES

The learning competencies are a set of measurable statements which focus on life rolls as employee, consumer, citizen, family member, and healthy individual. Subtopics are identified for all learning competencies.

The focus of the Project MAPP competency based learning process is on the integration of basic and life skill.

This section presents an extensive collection of suggested learning activities which integrate basic and life skills. (Blue pages)

- o Activities are labeled as appropriate for either Level I or Level II ABE students.

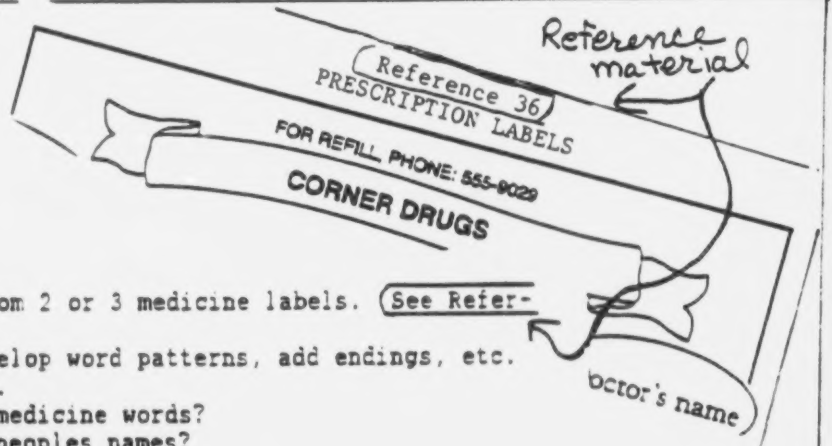
  Level I students - students functioning at a beginning or low literacy level.

  Level II students - students who demonstrate that many of the basic skills are in place although they may need some review or refinement.

- o Many activities are complemented by Reference material (Yellow pages)

Activities Suggested for Level I and Level II

Reference material



**B. LABELS**

Level I.

1. List unknown vocabulary from 2 or 3 medicine labels. (See Reference 36)
   - o Use vocabulary to develop word patterns, add endings, etc.
   - o Categorize words used.
     - a) Which words are medicine words?
     - b) Which words are peoples names?
     - c) Which words are direction words?
     - d) Which words are warning words?

This Reference material is copy ready and may be reproduced for classroom use.

The following is a tabulated listing of all Learning Competencies Activities (Blue pages)

Page

I. CONSUMER ECONOMICS - The student will be able to: . . . . . . . . . 82

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# I. CONSUMER ECONOMICS

## I.1 MEASURES

### A. ENGLISH & METRIC SYSTEM

Level I.

1. Define and discuss linear measurement: inch, foot, yard (See Reference 1)
   - o Provide simple references
     "An inch is about 1 joint of a finger; a foot is about the length of a foot; a yard is about the distance from your nose to the end of your finger (arm extended)
   - o Guess (estimate) the size of various objects in the room using "finger", "foot" or "nose/arm."
   - o Write 3 columns on the board.
     inch foot yard
     Generate lists of "things" one would measure in inches, feet, or yards.

2. Measure inches, feet, and yards.
   - o Use a ruler, tape measure, and yard stick to show how inches, feet, and yards are measured.
   - o Discuss the relationship of inches to feet and feet to yards.
   - o Measure objects in the room to find how many inches, feet, and/or yards.
     - a) Convert the measures from one unit to another
       Example: "The desk is about 5 feet long. A foot is 12 inches. Therefore the desk is about 60 inches long."
     - b) If appropriate, introduce the concept of fractional parts of inches.
   - o Collect examples of linear measures used in catalogs, newspaper advertisements, sewing patterns, carpentry, height charts, etc. Use for additional measurement practice and application.

Level II.

3. Develop simple awareness of metric system:
   - o Meter - distance abbrev. m
     Gram - weight abbrev. g
     Liter - liquid abbrev. L
   - o Collect and examine examples of use of metric measure in catalogs, newspapers, product containers, gas pumps, running races, etc.
   - o Learn abbreviations for metric measures.
   - o Use a ruler with both inch and centimeter measure.
     Measure objects in the room using both. Chart the comparisons.
     (See Reference 1)

## B. MEASURES AND FORMULAS

Level I.

1. Discuss shapes of 4 sided figures: rectangles, squares, quadrilateral
   - o Write sentences describing each (Ex. A rectangle has 4 sides.)

2. Explain the difference between area and perimeter and introduce the formulas for each.
   - o Measure the length and width of objects in the room (the desk, the blackboard, etc.).
   - o Compute the perimeter and then find the area of each.

3. Generate lists of "things" we would measure in perimeter; things we would measure for area.

4. Find the perimeter and area of objects in your home (rugs, rooms, TV screen, fence, etc.).

Level II.

5. Define perimeter, circumference, area, volume.

6. Write 4 columns on the board.
   Perimeter Circumference Area Volume
   - o Generate lists of things that could be measured in each.
   - o Write the corresponding formula above each column.
   - o Practice working the formulas.

7. Find the volume of your oven, refrigerator, a box, etc.

8. Find the circumference of a clock,a plate,a watch, etc.
   * Idea: (Demonstrate a comparative measuring method. Wrap a string around a paper plate and mark the circumference. Measure the string. Now measure the diameter of the plate and work the formula $c=\pi d$. Compare the 2 answers.

9. Find the perimeter of a room, table, a rug. etc.

## C. MAPS, DISTANCE, AND GRAPHS

Level I.

1. Introduce the direction words: North, (up) South, (down) East, (right) and West, (left)
   - o Use the blackboard to practice location N, S, E, W.
     Ex. Draw a ball on the N part of the blackboard. Make a star on the E part. Make a box on the W part, etc.

2. Draw the parameters of your classroom on the board. Establish directions N, S, E, W. Draw in the location of objects in the room.

   Write sentences about the locations of the objects.

   "The flag is in the NW corner of the room."
   "The teacher's desk is on the West wall."
   "The window is on the center of the S wall." etc.

3. Use maps to find directions.
   - "Find a city north of Baltimore"
   - "Find a lake in southern Maryland" etc.
   - Locate places on a blank map. See Reference 2a & 2b
   - Examine legends and symbols on maps.
     Find an airport, find railroad tracks, etc.

4. Use maps to practice giving directions from one location to another
   Ex. "To go from Maryland to Florida, you drive south"

5. Make a simple map of:

   1. How to get from home to the Adult Ed center.
   2. How to get from your home to your job.
   3. How to get from your home grocery store, hospital, etc.

   Write a paragraph expressing the directions. Emphasize time sequence words: First, next, then, finally, etc.
   Ex. "It is not difficult to go from ___ to ___. First, drive N on route ______. Then, take ______ and drive West, etc."

6. See also I.10.D AUTOMOBILE: MAPS.

Level II.

7. Explain map scale
   - Make a "map" of the following: Let 1 inch stand for every 100 miles: Carson City is 400 miles north of Deed City. The State Park is 200 miles SE from Deed City. The airport is 100 miles E of Carson City. The State Prison is 200 miles S of the State Park.
     a) Have students "create" more places and locations and add them to the map.
     b) Draw lines connecting the various locations. Write complete sentences or paragraphs describing how to go from one location to another.
   - Find and examine examples of various scales used on different size maps.
     Ex. county, U.S. map, world, etc.

8. Use road maps and rulers to measure distance between various locations; review map scale.
   - Find approximate distance
   - Review fractional amounts
     Ex. If 1 in. = 20 miles
     Then 1/4 in. = 5 miles (1/4 of 20 = 5)
   - Relate scale to ratio and proportion.
     Ex. If 1 in. = 20 miles
     Then 4 in. = 80 miles
     1/4 = 20/? (cross multiply and divide for answer)

9. Plan a one week driving vacation.
   - o Utilize maps and travel information (AAA Tour books, Travel Agency info.)
   - o Chart the trip on the map.
   - o Measure the distances from one location to another (scale)
   - o Write about the proposed trip using distance and direction.
     Ex. "We will drive 150 miles W from ___ to____."
   - o Pretend the trip is completed. Write a letter to a friend describing the trip.
     a) Present activities in sequential order.

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## D. TEMPERATURE

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Level I.

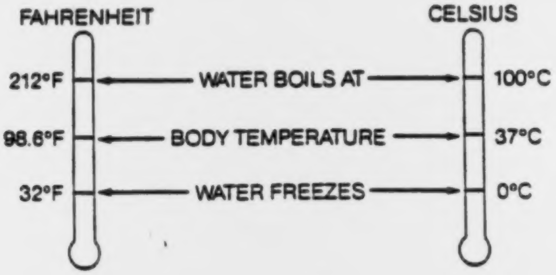
1. Review the concept of temperature and thermometers.
   - o Identify the relationship of heat, thermometer, and temperature.
   - o Review number line.
     a) Draw a number line on the board. Find various points: +3, +2, -4, -9, 0, etc.
     b) Relate number line to numbers on the thermometer (See Reference 3)

2. List several types of thermometers and their uses: body, weather, cooking, automobiles. Examine as many types of thermometers as possible and practice reading. (See Reference 3)

Level II.

3. Record the high and low temperatures for the 7 days of a week by:
   Reading from the newspaper
   Listening to the TV news
   or Calling the weather number (WE 6-1212)
   - o Chart the results: create a line or bar graph.
   - o Determine the "highest, lowest, hottest, coldest, greatest difference", (comparative and superlative forms of adjectives)
   - o Develop a list of synonyms for hot and cold: frigid, freezing, ice, crisp, etc.)
   - o Write weather reports for a specific day.

4. Discuss "degrees, freezing, and boiling point" in relation to a thermometer.
   - o Compare freezing and boiling points on a Centigrade and Fahrenheit thermometer (Ex. 32° F vs 0° C).
   - o Practice converting from Centigrade to Fahrenheit.
     C = 5/9 (F-32)
     F = 9/5 (C+32)
   Challenge Question: Why is 32° added or subtracted?



## E. RECIPES

Level I.

1. Look through cookbooks and create a list of cooking abbreviations: teas., tbl., c., pt., qt., oz. etc.
   - o Practice reading and writing both the abbreviated form and the complete word form.
   - o Practice finding equivalent fractions by converting teaspoons to Tablespoons, etc. or by finding equal measures: two-1/4 cups = 1/2 cup.

2. Generate a list of direction words (verbs) used in recipes: stir, blend, mix, boil, etc.
   - o Underline all the verbs in a particular recipe.
   - o Change the verb endings by adding s, ed, or ing.
   - o Discuss consequences of not following direction words. (cause/effect)

3. Create a recipe - "Moms" or "Grandmas" favorites that are not in any cookbook.
   - o Use abbreviations and direction verbs.
   - o Use sequence words: first, next, finally, before, after.

Level II.

4. Collect a variety of recipes for the following exercises:
   - o Scan several recipes and make a list of directional words, abbreviations, nouns, verbs, etc.
   - o Multiply and divide fractions by doubling (tripling) or halving recipes.
   - o Rewrite a recipe that serves 4, to serve 12, to serve 2, to serve 8, etc.
   - o Discuss the way ingredients combine and suggest examples of each:

     blend, ex. egg & dough
     mixture, ex. cereal & milk
     solution, ex. sugar in tea
     emulsion, ex. salad dressing
     chemically, ex. yeast in bread baking, baking soda

## F. PRODUCT CONTAINERS

Level I.

1. Examine information found on product containers:
   - o Size of container: weight and volume
   - o Ingredients: list in order from most to least
   - o Nutritional information: minerals, proteins, calories, etc.
   - o Abbreviations
   - o Dates

2. Collect different brand labels for the same product.
   - o Compare the ingredients and nutritional information
   - o Based on the information, decide which is the most nutritional product.

Level II.

3. Select a favorite recipe and get it "ready for production." Create a label for it.
    - Create weight or volume.
    - List nutritional information.
    - List ingredients.
    - Use a calorie counter to determine total calories in your product.
    - Write a letter to General Foods introducing your new product using adjectives as persuasive words.

4. Refer also to I.4 COMPARISON SHOPPING: B. BEST BUY & D. UNIT PRICING

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### G. CLOTHING

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Level I.

1. List measures needed for sewing: inches, yards, length, width, size.
    - Practice converting inches to feet and yards, etc. (Ex. 78 inches = how many feet and how many inches).
    - Practice measuring height, hips, waist, and arm length using a ruler, yard stick, and tape measure. (See Reference 1)

2. Use a chart from a catalog to determine what size to order.

Level II.

3. Examine a sewing pattern
    - Read and list the items needed to make a garment.
    - Read the chart to figure out your garment size.
    - Figure the amount of fabric needed.
    - Calculate the approximate cost of making the garment.

## 2.MONEY

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### A. COINS & CURRENCY

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Level I.

1. Discuss our monetary system. Use real money, or Money Kit. (See Reference 4)
    - Learn the values for each coin and bill.
    - List coins & values on the board in progressive order.
    - Generate the various ways to note specific coins:
      Ex. Penny = one cent   one penny   1   .01
      Nickel = five cents,   5 ,   .05, etc.
    - Explain how the decimal system relates to money and coins and practice writing amounts.
        a) Have students challenge each other (work in pairs or as teams); one give amount, another write it on the board using dollar sign and decimal point.
        b) Write amounts on the board and have students select appropriate bills and coins.
    - Practice converting money. (How many dimes = 1 dollar?, etc.)

2. Use piles of pennies to solve basic addition and subtraction problems.

   Ex. Use 20 pennies. Student picks 6 pennies, then 5 pennies. Write number problem $\begin{array}{r}6\\ \underline{+5}\\ 11\end{array}$. Student figures the total.

   Repeat for basic facts in subtraction $\begin{array}{r}6\\ \underline{-5}\\ 1\end{array}$.

3. Use grocery store food ads. See Reference 5
   - o Select proper bills and coins to match costs of items.
   - o "Purchase" an item and make change.
   - o Estimate combinations of items you could buy if you had $5.00; $10.00; $20.00, etc.
     Example: Apple juice is 1.89 which is about 2.00; Milk is 1.09 which is about 1.00, etc.
   - o Make a shopping list of five items and find the total cost.
   - o Compute money saved using coupons. (See also I.3.E. Coupons)

4. Use restaurant menus to figure the total cost of a meal. See Reference 6 and 33
   - o Estimate total cost, then compute total cost.
   - o With $20.00 in your pocket, order dinner for two from a menu. Don't forget the tip (15% for each dollar). Compute the total. Subtract to find the change.

Level II.

5. Discuss our monetary system in terms of decimal place values.
   - o Discuss rounding off to the nearest cent and nearest dollar. (Do some samples on the board).
   - o Examine a sample pay check stub. Find all the deductions - order them from greatest to least. See Reference 48
     Also see - IV 2. A. CHECKS

6. Have students order prices from a register tape or store ad from the lowest price to the highest price. See Reference 5 and 12

7. Practice reading and writing large amounts of money. "Three million, 2 thousand and six dollars is $3,002,006.00".
   - o Stress the importance of the zeros and the commas.

8. Scan the newspaper and find large numbers.

## I.3 PURCHASING GOODS AND SERVICES

### A. WAYS TO BUY

Level I.

1. Generate a list of typical places to buy goods and services.
   - o List the special features of a department store, discount store, catalog store, specialty shop, TV shoppers program.
   - o Use the telephone book to identify 5 examples of each.

- List an advantage and disadvantage for each type of shopping source.
  Ex. Catalog: Advantage - can do from home; Disadvantage - can't see merchandise ahead of time.

2. Determine the most preferred way to shop (for an individual; for the class; for a small group).
   - List items purchased the previous week.
   - Identify where they were purchased.
   - Tabulate the sources of the purchases: at department stores, through catalog, etc; make a chart of the findings.
   - Write concluding statements about the findings.
     Ex. "More things were bought at department stores than any other way."

3. Select an object for purchase (Ex. a TV).
   - Discuss all the possible places to make the purchase.
   - Compare the advantages of purchasing at one place versus another.

4. See also - I.3 PURCHASING GOODS & SERVICES: B. Charge accounts, Credit and D. Catalogs.

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## B. CHARGE ACCOUNTS

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### Level I.

1. Collect sample credit card applications. (See Reference 7)
   - Discuss the related vocabulary (See Voc. Booklet I for activities to reinforce the vocabulary).
   - Practice filling out applications.
   - Analyze different forms and list the questions asked most frequently - (name, address, income, employer, etc.)

### Level II.

2. List many different kinds of national and local credit cards: Visa, Discover, Mastercard, Hechts, Macy's, Sears, Texaco.
   - Review common versus proper names.
   - Poll the class or friends to determine most popular cards.
   - Discuss disadvantages of using credit cards; advantages.
   - Write a "Letter to the Editor" expressing opinion about credit cards. Ex. "What a Life Saver" or "They Should Be Banned".

3. Discuss the concept of "interest" and "annual fees" as hidden costs of credit cards.
   - Figure how much 14%, 18%, or 21% interest adds to a bill.
   - Call Visa, Master Charge, Sears, Hechts, etc. to find out current interest rates and annual charges.
     a) Make a chart comparing the various rates and charges.
     b) Conclude which is the "best" credit card to have; the "worst". Support conclusions with facts from the chart.

4. Examine sample monthly credit card bills. See Reference 8
   - o Find how much due, when due, interest charged, etc.
   - o Find who to call in case of error.
   - o Practice writing checks for monthly payments. See Reference 8
   - o Compare paying full amount versus paying monthly amount plus interest.

5. Discuss what should be done if your credit card is lost or stolen.

6. Make a judgement: What would you do? You are purchasing a $50.00 item at a department store. The clerk asks you if you have a store charge account. When you say no, they ask you if you would like an account immediately. If you do, you will have a bonus of a $5.00 credit on your current purchase. What would you do? Why? Make a list of the questions you would want answered before you made a decision.

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## C. CREDIT BUYING

Level I & II. (See previous topic I.3 CHARGE ACCOUNTS)

## D. CATALOG BUYING

Level I.

1. Make a list of many specific catalogs. ( Sears, Hechts, Radio Shack, Best, etc.)
   - o Alphabetize the list and find the store's telephone number in the phone book.
   - o Categorize the list according to type (discount, specialty, department); seasonal versus yearly; catalog availability (Sunday newspaper, mail, or must be picked up)

2. Discuss the advantages and disadvantages of catalog buying. List ideas on the board. Write sentences about the advantages and disadvantages.

3. Collect sample catalogs
   - o Page through to note organization of merchandise. See Reference 9a
   - o Review the index to see how items are listed in ABC order.

4. Note some of the major categories found in the catalog: Infant clothing, auto accessories, sports equipment.
   - o Review the index to find specific merchandise that might be listed under a category.

     Ex. Jewelry
         ring
         necklace
         earring
   - o Challenge: work in pairs or teams. List categories on the board; in ABC order find items that start with A, B, C, D, etc. Review indexes to find words: How many can be found?

Example: Women's Clothing

Angora Sweater
Belt
Cape
Dress
Fur coat
etc.

5. Practice buying from a catalog.
   - Decide items to be purchased.
   - Use the index to find appropriate pages in the catalog.
   - Practice filling out catalog forms (See Reference 9a & 9b).
     a) Compute cost for each item.
     b) Compute total cost (add postage).
   - Address envelope or find telephone number to place order.
   - Locate the information on how to return undesired merchandise.

Level II.

6. See Level I activities from above.

7. Compare/contrast similar catalogs. (Ex. Hechts/Woodies - Best/Evans)
   - Compare prices for various items, ease of ordering (forms, telephone), types of merchandise, return policy, etc.
   - Make generalizing statements about the 2 catalogs.
     "Both catalogs have...."
     "Only one catalog ....."
     "Neither catalog ....."
   - Write conclusion sentences about the catalogs; support with facts.
     "The ____ catalog is better because....."
     "The ____ catalog is more complete because ....."

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## E. COUPONS

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Level I or II.

1. Collect an assortment of coupons. (See Reference 5)
   - Define vocabulary - coupon, rebate, product quantity, expiration date, double savings. (Also see - Vocabulary Booklet page 11.)
   - Examine two coupons or more and answer the following questions:
     a) What product is the coupon for?
     b) How much would you save?
     c) Must you buy a certain size/amount of the product?
     d) Is there an expiration date?
     e) Is this a product that you usually use?
   - Discuss sources for finding coupons and rebates.
   - Discuss coupons and how they tie into food ads.
   - Generate a list of advantages and disadvantages of coupon use.

2. Collect "shopping" materials: weekly food ads; weekly food section (usually great numbers of coupons), collections of coupons (Sunday paper supplements). (See Reference 5)

- Create a shopping list:
  Ex.
  - milk
  - crackers
  - yogurt
  - detergent
  - apple souce
  - paper towels
- "Shop" using available ads and coupons to get the most for the money.
- Compare difference in cost using one brand coupon versus another; shopping at one store versus another.
- Compute total cost for certain sets of items with and without coupons.

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## F. COIN OPERATED MACHINES

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Level I.

1. Generate a list of many kinds of coin operated machines.
   - Categorize the machines according to places where they usually are found, (lounges, cafeterias, waiting rooms, laundromats, etc.)
   - Write a short paragraph starting "Coin machines are everywhere - left, right, inside and outside....."

2. Write number words commonly found on coin operated machines: nickels, dimes, quarters, dollars. See Reference 10
   - List specific values for each coin and write each value 2 ways, (nickel 5 or .05.)
   - List different combinations of coins which will equal 20 , 25 , 30 , 40 , 45 , 50 , etc.
     - a) Determine what combination of coins could be used to buy one cup of coffee, two, three, etc.
     - b) Buy 1 cup of coffee. How much change will there be if 1 quarter + 2 dimes are used? 2 quarters?
     - c) How many cups of coffee can you buy with a dollar? How much change will there be?
     - d) If you have 3 quarters plus 2 dimes and buy 2 cups of hot chocolate, how much change will you get?

3. List verbs used with coin operated machines, such as: insert, select, push, view, read, dial, press, deposit. See Reference 10
   - Identify multiple meanings for words.

     insert - "put in" versus "something inside: The Sunday paper has a comic insert"

     press - "push in" versus "iron"

   - Show present or past tense by adding-ing and -ed.
   - List verbs in sequential order to "tell" how one buys from a coin operated machine:

Look
↓
Insert
↓
Read
↓
Select
↓
Push
↓
Take

yum!

4. Examine directions on a coin operated machine. See Reference 10
    - Use time sequence words (First, next, then, finally) to write sentences describing how to buy from the machine.
    - List any "special instructions" on the machine, Ex. press extra light, change returned below", etc.

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## G. LOCATING CONSUMER GOODS

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Level I.

1. Define the term "consumer goods".
    - Generate a list of synonyms for "consumer", for "goods".
    - Look up the multiple meanings of the word "good(s)".
    - Find examples of the word "consumer" found in newspapers, magazines, Giant food booklets, telephone book, etc.

2. Generate a list of "goods" purchased on a regular basis by most "consumers."
    - Categorize the goods into food, clothes, appliances, etc.
    - Use the telephone book to find many appropriate stores to buy each of the goods (Review to the index).
    - List criteria that might be used to select the "right" store: (proximity, cost of item, return policy, etc.)

3. List ways we typically find out about the "right" stores to make various purchases (friends, ads from newspapers, T.V. and radio, flyers)

4. Discuss "new" vs "used" goods.
    - List goods we always buy "new": food, tooth paste, diapers.
    - List goods we may prefer to buy "used": cars, baby furniture.

5. Use the want ads to explore buying "used goods".
    - Locate the classified section in the newspaper, and read the Index which explains the categories. See Reference 11
    - Select a category (Ex. appliances), select a specific item. (Ex. refrigerators).
        - a) Read all of the ads for the item. See Reference 44 List the abbreviations used; translate the abbreviations into words; discuss the value of using abbreviations in ads.
        - b) List questions to ask the seller: Ex. How old? What size? What condition? Price? How much new?
    - Be a seller - write an ad to sell a consumer good.
        - a) Economize by changing some words to abbreviations and eliminating unnecessary words.
        - b) Use the price list from newspaper and compute the cost of the ad.

Level II.

6. Discuss the consumer resources available to individuals to help them make decisions about locating consumer goods.
   Ex. Buyer's Guide, Consumer Reports, Penny Power
    - Choose an item to buy and read about it in a consumer magazine (stereo, hairdryer, auto, washer)

a) Pick out the main points and write a summary of the article.
b) Give an oral report about the article read and create a chart of the main points to help "guide" the talk.

- Choose a brand name item and compare it to another brand name item.
  a) Identify conclusions made by the resource material about the item.
  b) Decide, based on the information, which brand to personally buy (support the decision with 4 facts from a magazine article).

# I.4 COMPARISON SHOPPING

## A. ADVERTISEMENTS, LABELS AND CHARTS

Level I.

1. Use 2 different advertisements for the same product. Read the ads and compare the words used in each.
   - List words that are the same, then list those that are different.

2. Examine various ads from newspapers and make a list of the description words.
   - Use a thesaurus to find synonyms for each description word.

     Ex. excellent
     good
     superior
     useful
     valuable
     first-class
   - Find antonyms for each description word.

     Ex. excellent
     bad
     dreadful
     horrid
     foul
   - Write "Humorous Ads". Change each adjective in an ad to an antonym. Share the humorous ad.

     Ex. These cheap (luxurious) sheets and pillowcases are unstyled in the poorest (finest) quality 180 thread count percale.
   - Discuss the "persuasive" quality of description words in ads.

Level II.

3. Compare and contrast different brands of the same item.
   - Discuss "name brands" vs. "store brands" or generic products.
   - Using a variety of ads illustrating this concept, make a chart comparing characteristics of the various brands to include such factors as: cost, availability, size, warranty, features.
   - Draw conclusions about the "best buy". Support the decision (Ex. a particular T.V. because of the warranty).

4. Examine the "persuasive" quality of various ads.
   - Answer questions such as:

     How did this ad make you feel?
     What emotional terms impacted on your feelings.
     What kind of people are represented in the ads?
     What connection does the ad suggest between the product and the people represented in the ad?
     Does this ad contain useful information? What facts are given which justify the use of the product?
   - Find an example of an "objective" ad; a "high sell persuasive ad."

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## B. BEST BUY (PRICE VS. QUALITY)

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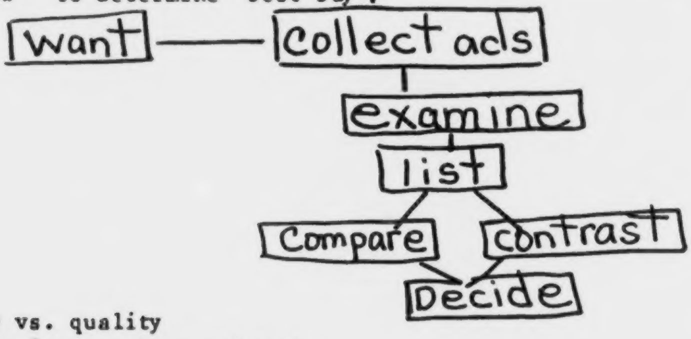
Level I. N/A

Level II.

1. Discuss some ways to do comparison shopping:
   Using catalogs
   Using newspaper ads
   Comparing the same items from different brands in a grocery store
   Using common sense
   Talking to your family and friends about their techniques for quality buying

   - Make a flow chart of a sequence of words to represent steps to follow to determine "best buy".

     Ex.



2. Examine price vs. quality
   - Select an item to be purchased.
   - Find several ads for the item.
   - Make a chart and list the features of items in various ads.
   - Determine your upper price level and eliminate those items that are too expensive.
   - Identify desired features and eliminate those units that are unacceptable.
   - Conclude the "best buy"; give 3 reasons for the decision
   - Calculate the difference in price between most expensive and least expensive.

## C. DISCOUNTS

Level I.

1. Define the word "discount" (take off, save, take away, from, minus, etc.).

2. Examine ads from local discount stores. (Ex. store flyers, newspaper supplements, etc.)
   - o Identify the different "forms" of discount:
     Ex. 10% off, save 1/3, save $5, Retail vs. Discount Price.
   - o Select ads for a similar article and make a chart listing available information.

| Regular Price | Discount Rate | Savings | Discount Price |
|---|---|---|---|

   a) Figure out missing information.
   b) Use techniques for "figuring out" by multiplication of whole numbers, Ex. 12% is like 12 pennies on every dollar. Therefore if the article is $18.00, I save 12 pennies for each of the 18 dollars or 12 x 18 = 216 pennies which is 2 dollars and 16 cents.
   c) Conclude the best buy.

Level II.

3. Arrange the discounts found in collected ads from least to greatest.

4. Make a chart with discount rates figured for items at 25%, 50%, 75%, 1/2, 1/3, or 1/4 off.

5. Discuss the advantages of saving money at a discount store versus advantages of buying at regular priced store.
   Ex. save money; better service; better warranty, etc.

## D. UNIT PRICING

Level I.

1. Discuss the concept of "Unit Pricing" (See Reference 12) as a method to compare price, size, and brand of product.

2. Examine various Unit Pricing stickers (See Reference 12)
   - o Examine the information given: item price (price you pay) and unit price ( by weight or amount).

3. List the various ways unit price might be given:
   a) Pound - weight
   b) Quart - volume
   c) 100 Count - number
   d) 100 sq. feet - length x width

- o Review measures used in unit pricing.
  - a) Ounces and pounds
    Cups, pints, quarts
    Area = L x W
  - b) Practice converting from one measure to another (Ex. 16 oz.= 1 lb.)
  - c) List abbreviations for measures.

Level II.

4. Visit the grocery store in your community and investigate unit price labels.
   - o Select 5 items to compare and determine the best buy.
   - o Note that the biggest box is not always the best buy.
   - o Compile information on a chart comparing cost, packaging, taste of the items tested.
   - o Make a decision as to the "best buy".

5. Practice figuring unit price. (See Reference 12)
   - o Collect food ads and/or grocery store receipts.
   - o Review relevant measurements.
   - o Review computational skills needed.
     - a) Division of whole numbers by whole numbers
     - b) Division of whole numbers by fractions
   - o Select items from food ads and from grocery store receipts and figure the unit price.

| Ex. Tide | size | price | Unit Price (per lb) |
|---|---|---|---|
| | 1 lb. 1oz. | 1.13 | |
| | 2 lb. 10oz. | 2.29 | |
| | 4 lb. 8oz. | 3.69 | |
| | 9 lb. 3oz. | 7.45 | |

# I.5 HOUSING

## A. KINDS OF HOUSING

Level I.

1. Make a list of various kinds of housing. The list might include:
   apartments/duplex dwellings, townhouses/row houses, condominiums, single family homes - urban and rural (farms), mobile homes/trailers, hotels

2. Using the above listing, have each student write his/her address on paper or board. Can you tell what type of a home someone lives in by their address? Can you tell if they live in the city or the country?
   Ex. Obvious choices (Apt. 44 = apartment bldg. etc.)
   Difficult to determine (P.O. Box, rural route, etc.)

3. Write house numbers as words. (Ex. 206 = Two Hundred Six)

4. Discuss what style of housing is most prevalent in you local area. Why? What are the advantages of each type of housing? Disadvantages? Is cost or average income a factor?

Level II.

5. Present the idea of home selection and factors that students should take into account when purchasing or renting.
   (Ex. neighborhood, transportation, county/city codes, cost, schools, etc.)
   - o Use the example of renting an apartment.
     - a) Make a list of questions which should be asked when selecting the right apartment.
     - b) Categorize these questions into 3 groupings: Neighborhood, Apartment Buildings, and Individual Apartment Unit.

       Ex. Is it close to schools? Churches?
       Is it on a bus line? Major highway → Neighborhood Category

       Does the building have ample parking space?
       Does the building have security? → Building Category

       How many bedrooms? How large are they?
       Does it have a dishwasher? Disposal? → Individual Unit Category
       How much is the rent? Does that include utilities?
   - o Pretend you are moving to a new area and have seen an ad for an apartment complex. Using the information above, write a letter to the apartment manager inquiring about apartment specifics. Emphasize letter form and addressing an envelope. (See Reference 11 and 45)

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## B. CLASSIFIED ADS

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Level I.

1. Cut out "For Rent" ads from your local newspaper. (See Reference 11)
   - o Examine the types of information given in a classified ad:
     - a) Location (address - section of town)
     - b) Number of bedrooms
     - c) Other rooms
     - d) Adults only, no pets, children, no children, etc.
     - e) Utilities included or not
     - f) Price
     - g) Phone number
     - h) Added description (Clean, quiet, pool)
     - i) Furnished/unfurnished
   - o Circle all the abbreviations. List them and write what they mean. (See Reference 44)
   - o Take a single ad and write it out without the abbreviated forms. Discuss why abbreviations are useful in advertising. Note the difference in length. Relate to cost.

2. Select several housing places advertised in the classified ads which would be big enough for you or your family. Compare the rents.
   - o Locate each on a map.
   - o Conclude whether cost is affected by location? Why? Why not?
   - o Give two reasons why you would select one location over another.

Level II.

3. List the monthly rental costs for several of the classified ads.
   - o Calculate the cost per week; per year.
   - o If the total cost of your rent should not exceed 1/4 of your take home pay, which apartments could you afford?

4. Compare two ads to determine the best buy. (See Reference 11)
   - o Discuss size, location, condition, cost, etc.
   - o Chart the information.
   - o Evaluate what you need compared to what you can afford.

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## C. LEASE & RENTAL AGREEMENTS

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Level I.

1. Have students read and examine a "Rental Agreement". (See Ref. 13) Identify and list any new and unusual terms. Use context clues to determine the meanings of the words (Check with a dictionary)

   Ex. tenant, eviction, perdatum, subletting, prorated, delinquent, premises, calendar month, etc.
   - o Use a Sample Rental Agreement (See Reference 13) to answer the following:
     - a) List 5 conditions listed in a Rental Agreement that you must agree to. Ex. no pets allowed.
     - b) What can happen if a rule is violated?
     - c) What would be the total cost involved to move into this apartment?
     - d) Can the security deposit be applied to your rent?
     - e) What will the yearly rent on this apartment be?

2. Have students write a short paragraph notifying the landlord that they are leaving. Include dates, reasons, and forwarding address.

Level II.

3. Use the Sample Rental Agreement (See Reference 13) to do the following:
   - a) Prorate the first month's rent for someone moving into this apartment on the 10th of the month instead of the first.
   - b) Write a paragraph defending or opposing Item #10 in the agreement.
   - c) Discuss and give reasons why Item #4 is printed in all capital letters.

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## D. UTILITIES

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Level I.

1. Collect samples of utility bills: gas, water, electricity, etc. (See Reference 14).

- Practice reading the numerical references on the bills, such as money amounts, dates, amount of usage.
  - a) Write the money amounts in words.
  - b) Write the dates in other forms.

Ex. ① Oct. 30, 1980, ② 10/30/80, ③ October 30, 1980,
④ → 1 0 3 0 8 0

- Locate specific vocabulary used on the bill, such as:

| | | |
|---|---|---|
| Service | meter | previous balance |
| account | period | adjustment |
| usage | current charges | |

  - a) Change the vocabulary to other parts of speech.
    Ex. adjustment (noun) to adjusted (verb)
    account (noun) to accounting (verb)
  - b) Practice using these new word forms in sentences.

2. Check to see that bills are correct. (See Reference 14)
   - Find current charges, amount due, and previous balance, then recompute to check to see if "amount due" is correct.
   - Create word problems about the utility bills. Emphasize the use of computation words (sum, total, difference, how much more, etc.)
   - Introduce the use of calculators as a quick and efficient way to check bills.

3. Practice writing checks to pay bills. (See Reference 8)

Level II.

4. Examine 2 or 3 types of heating bills (gas, electric, oil).
   - Discuss the information: dates of service (how many days does it cover?) fuel rates, sales tax, additional service charges and adjustments.
   - Compare the bills. Which utility costs more? Which less?

5. Answer these questions:
   - If there is a mistake on the bill, what do you do?
   - What is the account number? Is it important? Why?
   - How many days do you have before the bill is due?

6. Discuss different types of billing procedures:
   - Estimated readings (averaging) vs. actual readings (review Mathematical procedure for averaging)
   - Monthly billing vs. quarterly billings.

7. Discuss payment plans - Budget plan vs. full payment plan.
   - Define the 2 plans.
   - Evaluate the advantages and disadvantages of each plan.
   - Which might fit better into a family budget?

8. Create a telephone list of numbers to call for various utilities in case of a problem. Scan the bill for numbers, or use telephone book.

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## E. RENTER AND LANDLORD RIGHTS

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Level I.

1. Use a Rental Agreement (See Reference 13) and list all landlord rights as stated in the paragraphs:

Ex. Right to: ask for security deposit
have rent paid on time
request no pets and/or children

2. Make a contrasting list of rights for the renter.
   Ex. Right to: have deposit returned if all regulations have been met.
   notice of rent change
   notice of eviction

3. Discuss "Legal mumbo jumbo"- Select paragraphs from Rental Agreements
   a) Underline the difficult technical vocabulary used. List synonyms for the words.
   b) Cross out unneccessary words.
   c) Rewrite the paragraphs in "plain simple English".

4. (See also I.5.C Lease and Rental Agreements)

Level II.

5. Discuss why it is important to read a lease (contract) very carefully before signing.
6. Discuss how to file a complaint against suspected housing discrimination. (See also V.2 - Personal Rights & Responsibilities)

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## F. LOANS AND INSURANCE

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Level I.

1. Define a mortgage (loan agreement)

2. Discuss these points about a mortgage: The amount of the loan, the interest rate, the amount of the monthly payments, and the number of years to pay it back.

3. Discuss what would happen if mortgages were not available.

4. Collect information about mortgage loans from the real estate section of the newspaper (See Reference 15).
   - o Compare the rates.
   - o Compare other characteristics and conditions.
   - o Make a chart comparing various institutions.
   - o Write conclusion statements about charted information.
     - a) Emphasize quality words such as "all, none, only one, most, few."

5. Discuss the importance of home insurance.
   - o List mishaps that could happen.
     Ex. Flood, explosion, lightning, theft, smoke, vandalism, tornado, broken pipes, fire, wind.
   - o Categorize the list according to "acts of man" and "acts of nature".
   - o Collect home insurance literature.
     - a) Scan the literature to determine what is covered; what is not covered; the costs; how to make a claim; etc.
     - b) List the steps on how to make a claim.

Level II.

6. Define Conventional, FHA, & VA loans (See Reference 15).
   - o List unique characteristics of each.
   - o Compare and contrast the various types of loans.

7. Collect copies of FHA and bank mortgage payment plans.
   - o "Buy a house" for $70,000 and determine down payment, percent of interest for 20 years or 30 years, monthly payments, and total cost of house.
   - o Practice filling out loan application forms.
     - a) Review the specialized vocabulary.
     - b) List the information requested.

8. Compute yearly premiums for home insurance

   Amount per $1000 of coverage

| | |
|---|---|
| Brick | $4.85 |
| Wood | $6.20 |

   - o Review decimal computation.
   - o Find the cost for an $80,000, $40,000, $100,000, $120,000 wood or brick home.

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## G. HOME MAINTENANCE

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Level I.

1. Generate a list of words we commonly associate with home maintenance, (Ex. clean, paint, dust, rake, etc.)
   - o Change the words to other parts of speech.(Ex. paint, painter
   - o Change the words to present, past, or future verb forms. Ex. dust, dusted, dusting, will dust.)
   - o Write sentences using the various forms.

2. Discuss what is meant by the concept "home maintenance".
   - o Why is it important?
   - o What will happen to a home if there is no attempt at home maintenance?
   - o List some types of home maintenance chores that most consumers can do. (Ex. cleaning, painting, etc.)
   - o List some types of home maintenance chores that most consumers should not attempt. (electrical work, gas line repair, etc.)
   - o Scan the yellow pages of the phone book to locate maintenance and repair firms.
     - a) Generate a list of questions important to ask when calling for service: How soon can they come?
       What is the hourly rate?
       Is work guaranteed?
       Etc.

3. Generate a list of adjectives and adverbs which describe home maintenance chores (Ex. fun, boring, back-breaking, endless, etc.).
   - o Write simple poems or sentences about "The Drudgery of Home Maintenance"

Level II.

4. Identify various home maintenance tools.
   - o Generate a list of verbs associated with the tools
     Ex. hammer-hit, pound, smash
     - a) Change the verbs to present, past, and future tense.
     - b) Write sentences using commas and compound verbs.
       Ex. I might use a hammer to hit, pound, or smash a nail.
   - o Generate a list of uses for each tool.
   - o Write directions on how to use a tool(s) for a specific task (Ex. fix a torn screen), using sequence words such as, first, then, next, etc.
   - o Use catalogs to compare the brand names and qualities of various tools.
     - a) Chart the characteristics in order to compare and contrast.
     - b) Write conclusion sentences.
       Ex. Both hammers....

5. Discuss the consequences of neglected home maintenance.
   - o Create simple cause and effect sentences.
     Ex. If the house is not painted, the wood will rot. If the furnace is not cleaned, it will not heat well.

6. Wallpapering a room.
   - o Review the concept of square inches, feet, and yards.
   - o Review rounding off and estimating.
   - o Figure the approximate wall space of various rooms.
     Example: If a room is 11 x 13, and we assume the ceiling is 8 feet high, what is the square footage of wallspace.
   - o Estimate the number of rolls needed to wallpaper various size rooms.

7. See also I.8.D Care and Upkeep of Personal Possessions.

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## H. HOME THEFT & FIRE PREVENTION

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Level I.

1. Obtain information from your local police department on coding (numbering) expensive items in your home.
   - o Discuss how this is an effective way to inventory and identify personal possessions for insurance claims in case of fire or theft.
   - o Discuss other ways to protect your possessions in case of theft or fire.
     Ex. Take photos of your rooms and put them in a safety deposit or fire proof box.

2. List possible fire hazards found in the home.(Ex. over-loaded electrical outlets, etc.)

3. Have students devise (draw on paper and/or write) an escape plan for their home or apartment.
   - o Review the concept of scale.
   - o Write a paragraph about the "escape plan" using direction words. (Ex. turn left, up, down, etc.)

4. Generate a list of ways to protect your home from theft and fire.
   Ex.
   - o Home security system (professionally installed)
   - o Self-installed locks on doors and windows (dead-bolt)
   - o Escape ladders
   - o Fire extinguishers
   - o Smoke detectors (what are proper locations, how many?)
   - o Big, loud dog
   - o Neighborhood Watch Program
   - o House-sitter
   - o Electronic on/off lighting system (when family is away)
   - o Have neighbors collect mail and papers
   - o Leave your address with local police to check your home when you

   a) Sequence the ideas from most effective to least effective.

   b) Survey the class, neighbors, etc. to find out what is most typically used. Create a bar or pie graph to show the results.

   c) Use charted information to write conclusion sentences about fire or theft prevention methods.
      Ex. Most people have their mail picked up. No one --

Level II.

5. Contact local fire department and obtain any information they can provide on home safety and fire prevention.
   - o Use telephone book for non-emergency listing of fire department.
   - o Write a letter to appropriate agencies requesting booklets and pamphlets to read and discuss.

6. Use a Home Fire Safety Checklist. (See Reference 16) Complete a safety check of each item throughout your home.
   - o Chart "What safety is in place" and "What is not".
   - o (Class) chart "What is done by all" "some" "none".

7. Write sentences or a paragraph about "Home Safety Ideas".

# 6. MONEY MANAGEMENT

## A. BUDGETS

Level I & II

1. Define budget and discuss the value of systematically keeping records of one's expenses.
   - o List Budget categories: housing, food, clothing, medical, utilities, car, etc.

2. Make a list of expenses for one week; one month.
   - o Categorize the expenses as to fixed and not fixed.
   - o Add up how much is spent on the fixed vs non-fixed.
   - o Discuss items "you need" and items "you just want".

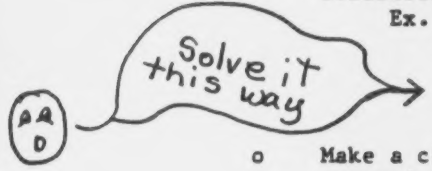
3. Total personal income for 1 month.
   - o Total expenses for 1 month.
   - o Find the difference between income and expenses.
   - o Discuss what could be eliminated to stay within a budget.

4. Create a simple budget form.

5. Write sentences about personal spending. Use amount words such as: more, most, less, least, the same, greater.
   Ex. I spend more on --------.

Level II.

6. List your income and expenses for 1 month.
   - o Determine the percentage spent on specific categories: Housing, utilities, car payment, food, misc., etc.
     Ex. If housing is $450; monthly income is $1280



$\frac{450}{1280} =$ $1280\overline{)450.00} = .36 = 36\%$

   - o Make a circle graph representing categories of monthly expenditures.
   - o Write sentences expressing comparison: Review use of "then" and "than".
     Ex. I spend less on.....than on ........

7. Discuss the advantages of setting aside a portion of monthly income for a savings account.
   - o Examine personal budgets to determine how much money might be saved.
   - o Decide which items in the monthly budget could be decreased to create money for savings.
   - o If savings are accumulated, how long would it take to collect the amount needed for a major purchase.? (Ex. VCR, new car)

8. Discuss the reasons people have for spending more than they earn.
   - o Define "Living beyond your means".
   - o Write an essay to explain why people live beyond their means, and if you think that is right or wrong. Emphasize main idea, supporting reasons, and conclusions.

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## B. MAJOR PURCHASES

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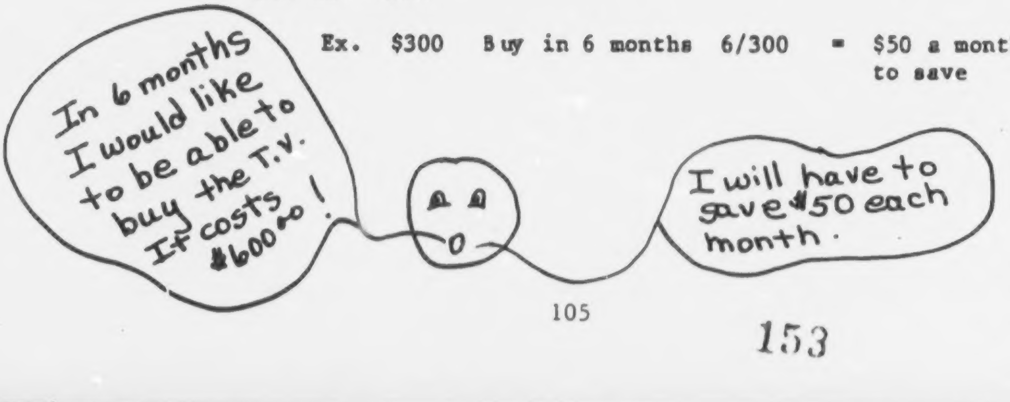
Level I.

1. List major items you want or need to purchase: car, washing machine, T.V, VCR.
   - o Sequence the items from most desired to least desired; from most expensive to least expensive.
   - o Estimate the cost of each item (Check the prices in newspaper or catalog).
   - o Select one item and decide when you want to buy this item and determine the amount of money to set aside each month to save for the item.

     Ex. $300 Buy in 6 months 6/300 = $50 a month to save


In 6 months I would like to be able to buy the T.V. If costs $600.00!
I will have to save $50 each month.

2. Discuss the fact that families have different purchasing needs when they are young, middle-aged, and old.
   - o Make a chart and generate possible purchasing needs of each group.

| young family | middle-aged family | older family |
|---|---|---|
| Ex. Used car | Station wagon | Compact |

a) Compare similar needs.
b) Contrast different needs.
c) Discuss: How might salary changes affect major purchases at different times of life.

Level II.

3. Write a paragraph on "It's Hard to Plan for a Major Purchase".

4. Decide on a major purchase for self or family. Generate a list of the things to do before you buy. Include:
   - o Decide how much you can afford to spend.
   - o List the features you want in this item.
   - o Check consumer guide or other information.
   - o Inquire about payment plans.
   - o Check the warranty carefully.
   - o Compare prices and values in several different stores; know store policy. Beware of hidden costs (freight charges, delivery charges, haul away "old" item charges, etc.).
   - o Check for sales.

5. Read advertisements for a selected item (Students or teacher brings in ads).
   - o Compare price and features.
   - o Read to determine fact from opinion in the ads.

6. Read articles about a major purchase in Consumer Reports.
   - o Compare the products discussed.
   - o List features on the board. Discuss pros and cons of one item
   - o Use a chart from Consumer Reports to determine the rankings of some of the major purchase items.

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## C. BILLS/CREDIT REPORTS

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Level I.

Refer to I.3. CHARGE ACCOUNTS

Level II.

1. Have students bring in some of their own bills. (See Reference 8)
   - o Make a list of content related vocabulary (Refer to Voccabulary Book ) and define the words. Include: finance, charge, installment and interest.

- Review the bill and answer such questions as:
  What is the opening date?
  What is the closing date?
  What is the minimum payment due?
  What is the annual percentage rate?
  When is the payment due?
  What is the previous balance?
  What is the finance charge for this month?
  How much credit is still available?
- Determine how long it will take to pay off the balance if the minimum is paid.
- Determine how much interest could be saved by paying the total immediately.

2. Discuss credit rating.
   - How is it determined?
   - How to get a copy of your credit rating.
     a) Call the local Credit Bureau.
     b) Write a letter requesting a copy of your report. (See Reference 45)
        1) Review letter format.
        2) List information you need to provide: name, address, employment, etc.

# I.7CONSUMER PROTECTION

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## A. FOOD PACKAGING LABELS

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Level I & II.

1. Collect labels from various food products. (Ex. soup, cereal, bread, margarine, etc.)
   - Use the labels to identify content related vocabulary words. (See Vocabulary Booklet)
   - Define USRDA. (US Recommended Daily Amounts)
     a) Read labels to determine if the product has the required USRDA nutrients.
     b) Compare nutrient amounts on different labels.
   - Read and compare nutritional information on 2 brands of similar products (Ex. Total cereal and Special K cereal).
     a) Make bar graphs to represent the nutritional amounts in each.
     b) Determine the more nutritional product.
   - Read the labels and discuss why certain products should not be consumed by:
     a) diabetics
     b) people with high blood pressure
     c) a person who is obese
     d) a hyperactive child

2. Show some examples of "open dating" and discuss each of 4 types: How do these dates protect the consumer?
   - Pack date
   - Pull or sell date
   - Expiration date
   - Freshness date

3. Study a single food label and determine the answers to the following questions:
   - o The product should be purchased before what date?
   - o What is the main ingredient of the product?
   - o Who is the product's distributor?
   - o How many calories in a single serving?
   - o Each serving contains ____?____ grams of fat
     ____?____ grams of carbohydrates
     ____?____ grams of protein, etc.

4. Re write the percentages on a nutrition label as decimals or fractions. (Ex. 2% = .02 or 2/100 or 1/50, etc.)

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## B. CONFRONTING FRAUDULENT TACTICS

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### Level I.

1. Discuss the meaning of "fraudulent" and "tactic".
   - o Generate a list of synonyms for each word

Ex.

| Fraudulent | tactic |
|---|---|
| deceptive | method |
| untrue | way |
| deceitful | strategy |
| cunning | scheme |

   - o Put together words from each of the synonym lists and use them in sentences.
     Ex. He used a deceitful way to get the job.
   - o Add description words which show degree of action, such as very, slightly, gross, unforgivably. Rewrite the sentences by adding the words.
     Ex. He used an unforgiveable deceitful way to get the job.

2. Give some examples of fraudulent practices and share experiences of class members (if applicable).

### Level II.

3. Generate a list of possible fraudulent tactics on the part of both the buyer and the seller

Ex.

| Buyer | Seller |
|---|---|
| Incorrect information on charge application | Advertised product when not available |

   - o Write a paragraph entitled "Buyer Beware" or "Seller Beware". Emphasize a main idea sentence and a closing sentence.
   - o Collect newspaper or magazine articles about fraudulent tactics.
     a) Identify the "who, what, when, where, or why".
     b) Find any cause and effect in the article.
     c) Identify opinion words used in the article.

4. Generate a list of agencies or groups to call for help in confronting fraudulent situations.
   Ex. Better Business Bureau, Consumer Affairs, Channel 4 News.
   - o Discuss the best ways to get help from those groups.
     Ex. Write a letter, telephone, go in person.

- o Use the telephone book to locate the numbers of the above agencies.
- o Write a letter to an agency or group soliciting help. (See Reference 45)
  - a) Review letter format and appropriate salutations.
  - b) Generate a list of the important information to be included.

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## C. DEFECTIVE, INAPPROPRIATE MERCHANDISE

Level I.

1. Have students identify and list effective ways to handle a complaint about a purchased defective item. The list might include:
   - o Always keep receipt and bring it with the item to be returned.
   - o Always keep warranty and instruction booklet with item.
   - o Return unsatisfactory goods as soon as possible.
   - o See the manager or someone who has authority to correct the problem.
   - o State calmly and clearly what the problem is.
   - o State calmly and clearly what you'd like done.
   - o Be persistent.

2. Discuss and list some of the important information you need to supply to the dealer when returning an item: date bought, amount paid, sales slip, type and style of item, exact problem, your name and address, etc.

3. Have students share some of their own experiences in which they had to return a product. What did they do? What was effective? Was their problem resolved? Which of the above steps (list in order) were used? Write about the experiences.

4. Emphasize the need to state a complaint in specific terms - not in generalizations.

   Ex. My washing machine doesn't work. (General).
   The water does not go into the machine. (Specific)
   The fill cycle does not work properly. (Specific)

   - o Practice writing paragraphs giving specifics.

Level II.

5. Write a letter of complaint about a particular product. (See Reference 45)
   - o Stress letter format.
   - o State exact problem.
   - o Ask for specific advice or solution desired.
   - o Check spelling, sentence structure, capitalization, punctuation.

6. Look up the return policy and directions for returning items in a mail order catalog. (Sears, Penney's, Wards)

7. Use the telphone book to look up the numbers of the Better Business Bureau and other consumer advocacy groups. Discuss how these organizations can help you deal with difficult consumer problems.

8. Discuss and list ways to avoid consumer problems. The list might include:

- Find out what consumer magazines say about different products before you buy.
- Ask your friends about products they have bought.
- Compare brands and prices and watch newspaper ads for sales.
- Shop in stores that have good service departments.
- Ask the salesperson questions.
- Read all labels and follow directions properly.
- Fill out and mail warranty cards.
- Find out about a store's return policy.

## I.8 CARE AND UPKEEP OF PERSONAL POSSESSIONS

### A. PRODUCT GUARANTEES & WARRANTIES

Level I.

1. Discuss and list ideas for the following.
    - What types of products are usually under warranty?
    - Who covers the warranty; the store or the factory?
    - Do warranties have a time limit; how long?
    - Where should you keep warranty cards?
    - Who do you contact if you have a warranty problem?

2. Practice filling out basic information on warranty cards.

Level II.

3. Read sample warranties. (See Reference 17)
    - Find out where to take or send a product if it breaks down.
    - Find out what is covered and if there is any cost to you.
    - Find out how long the warranty is in effect.

4. Create a "reasonable" warranty for an item.
    a) from the viewpoint of the buyer
    b) from the viewpoint of the producer
    c) discuss why it might be different for each.

5. List the steps you would follow if an appliance breaks.
    - Consult the owner's manual to see what the manufacturer suggests
    - Find out if the product is still under warranty.
    - Decide if you can/should fix it yourself or take it in for repair.
    - Decide if it is better to fix the appliance or replace it.

### B. CLOTHING CARE LABELS

Level I

1. Generate a list of the ways to clean clothing: washing machine, hand wash, and dry clean.
    - List items that may be cleaned each way.
    - Compare lists and identify those items that can be cleaned two or three ways.
        a) Write "either/or" sentences.(Ex. you can either hand wash or machine wash cotton fabric.)
        b) Write "but" or "although" sentences. Ex. Although you can machine wash polyester, you must dry clean silk.

- Develop a list of synonyms for "clean" and "dirty".
- Write the comparative forms for the words (discuss use of - er, est, more, most)
  Ex. clean, cleaner, cleanest

2. Create a list of direction words and phrases found on clothing labels. (See Reference 18)
   Ex. hand wash, machine wash, cold wash, gentle cycle, like colors, wash separately.
   - Categorize the words as adjectives, nouns, verbs, and adverbs.
   - Form the plurals of nouns.
   - Identify those words which could be used as both nouns and verbs. Write sentences for these words.
     Ex. Get the bleach.
     She has to bleach the shirt.
   - Write different forms of verbs.(past, present, future)

3. Discuss the effect of what could happen if you don't follow directions.
   - Generate a list of possible consequences.
     Ex. shrink, discolor, fade
   - Write a paragraph about a personal "Clothing Care Mishap". Identify the cause and the effect.

Level II.

4. Identify clothing fabric terms such as: polyester, silk, cotton, wool, etc.
   - Categorize what types of fabrics should be machine washed, hand washed, or dry cleaned.

5. List brands of detergent in current use by students.
   - Tabulate the results.
   - Identify the 3 or 4 most popular and make a bar graph.

6. List common types of garment stains (Coffee, tea, ink, crayon, grape, etc.) and discuss the importance of treating the stain quickly.
   - Identify stain removal ideas and products. (See Reference 18)
   - Select a stain and write directions for proper stain removal.
     a) Present in sequential numbered steps.
     b) Use time sequence words such as first, next, before, after, finally.
   - Discuss what can happen if you don't follow the instructions.

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## C. PRODUCT OPERATING INSTRUCTIONS, DIRECTIONS, LABELS

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Level I.

1. Read instructions for assembling a simple product.

   - Compile two lists: one of "direction" words (verbs), and one of "name" words of parts (nouns).
   - Match the name words from the directions to the corresponding parts on the instructional diagram. Stress that before assembling a new item, it is necessary to check by this matching method to see if all parts are there.
   - If possible, assemble the product following the directions.

2. Write simple sentences giving directions to operate a small appliance or machine in your home.

3. Name 5 machines in your home that have "Warning" labels on them.
   Ex. Toaster oven, lawn mower, hair dryer, etc. What are these warnings? What might result from not heeding them?

Level II.

4. Define words found in sample operating manuals.
   (Ex. appliance, directions, electricity, instructions, machine, damaged, hazard, malfunction, safeguards.)

5. Read directions from a manual.
   - o Underline the verbs.
   - o List the steps in order.(by phrases)
   - o Rewrite the phrases into sentences, using transition words: first, second, next, then, last.

6. Talk about the consequences of not following operating instructions or directions (may invalidate warranty, etc.)

7. Write a paragraph explaining what is meant when people say, "When all else fails, read the directions".
   - o Brainstorm ideas.
   - o Write a main idea sentence.
   - o Include a personal experience.
   - o Write a conclusion sentence.

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## D. HOME MAINTENANCE

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Level I.

1. List items in the home that generally need home maintenance.
   - o List various maintenance techniques such as: do-it- yourself, hire service people, solicit neighbor's or friend's help.
   - o Match the items to the most likely maintenance technique.
     Ex. Change furnace filter - Do-it-yourself
     Check or fix Air Conditioner - Service people
   - o Locate numbers of appropriate service providers in the phone book. (See II.1.A TELEPHONE DIRECTORY)

2. Discuss the consequences if you don't follow regular maintenance.
   - o Write cause and effect sentences.
     Ex. If you don't clean the electric can opener, it may stop working.
   - o Write conclusion sentences using the condition words always, sometimes, frequently, seldom, etc.
     Ex. Frequently, I have to clean debris out of the dishwasher trap.

3. List the advantages and disadvantages of do-it-yourself maintenance.

4. Discuss the proverb "An ounce of prevention is worth a pound of cure".
   - Discuss how this relates to home maintenance.
   - Rewrite the proverb in your own words.
   - Give an example from you life where you did or did not use an "ounce of prevention". Write a paragraph to explain what happened or what you prevented from happening.

5. Also see I.5.G, HOUSING HOME MAINTENANCE

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### E. OBTAINING REPAIRS

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Level I.

1. Use the Yellow Pages to find the numbers of specific dealers who repair small appliances.
   - Find a dealer close to home.
   - Write directions on how to get from home to a specific dealer. (Emphasize the direction words of N, S, E, W)
   - Make a list of questions to ask a repairman.
     Ex. Labor is how much an hour?
     What kind of guarantee on repairs?

2. Look up charts or diagrams in owner's manual to obtain information about replacement parts.
   - Locate and record parts, codes or numbers.
   - Practice ordering, by phone or letter, quantities of parts.
     a) Find costs (include shipping and sales tax).
     b) Review whole number computation skills.
   - Practice filling out checks properly. (See also I.9.A SAVINGS/ CHECKING ACCOUNTS)

Level II.

3. Discuss reasons why a store or manufacturer would accept responsibility for repair. (Refer to I.8.A PRODUCT GUARANTEES & WARRANTIES)
   - Write a business letter requesting repair, or a letter of complaint requesting replacement. (See Reference 45)
     a) Discriminate between essential and nonessential information.
     b) Distinguish between fact and opinion statements. (Ex. The watch stem will not pull out. I think the watch stem is lousy.)
     c) Emphasize sequential presentation of ideas.
     Ex. Information about the purchase, problem with purchase, satisfaction desired, closing.

## I.9 BANKING

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### A. SAVING AND CHECKING ACCOUNTS

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Level I.

1. Discuss savings accounts and how to open an account at a bank.
   - Bring in signature cards. (See Reference 19)
     a) Practice using capitalization and abbreviations to write dates and addresses.

    b) Review vocabulary (See Vocabulary Booklet, P. 19).
    c) Compare signature and printed name.
    d) Fill out signature card.

- Bring in deposit slip. (See Reference 20)
    a) Practice writing money amounts different ways.
    Ex. $3.10, Three dollars and 10/100, Three dollars and ten cents.
    b) Distinguish between, "coins" and "currency". Write examples of each.
    c) Practice filling out different deposit slips and finding the total by adding and subtracting decimals.
- Bring in withdrawal slips and practice filling them out (See Reference 20) by adding and/or subtracting whole numbers.
- List reasons why it is good to save money in a savings account.
  Ex. money is safe; money earns interest; money is available for emergencies; save for retirement, etc.
- Compute the amount of money saved in a year at $5, $10, $25, etc., per month, per week. Save for a specific goal (TV) and determine how many weeks are needed to save at $5, $16, $22. (See I.6.A BUDGETS)

2. Generate a list of reasons to have a checking account.
   Ex. Safer to pay bills in the mail, don't have to carry a lot of cash; the check is a record of bills paid.
   - Practice filling out a checking account application.
   - Practice filling out checks. (See Reference 20)
     a) Write amounts as words and numerals.
     b) Practice ordering numbers from greatest to least.
     c) Review place value - read a decimal money amount; move the decimal point and read the new amount
     Ex. ($413.00, $41.30, $4130.00, $.41).
     d) Practice writing dates three different ways: 8/6/89; August 6, 1989; Aug. 6, 1989.
     e) "Pay Bills for the month". (See Reference 20)
        1. Start with $500 in a checking account.
        2. Create 6 bills. (not to exceed $500).
        3. Write the checks.
        4. Subtract the amount of each check and find the balance each time.

3. Fill out a check register for a month and find the "new balance".
   - Compare different types of check registers.

4. Reconcile a checking account with a bank statement.

Level II.

5. Bring in newspaper ads for different banks. Compare banks for features such as highest interest paid on savings, the number of withdrawals allowed on each account per month, etc.

| Draw chart on the board: | (Ex. Bank I | Bank II | Bank III) |
|---|---|---|---|
| Interest Rate | | | |
| Minimum amount of savings | | | |
| Service fees | | | |

- Fill in the chart.
- Write conclusion statements based on charted information.
  Example: Both banks offer .... Only Bank - gives.....
- Write a paragraph to explain why you selected a particular bank. Include main ideas, reasons, conclusion.

## B. PROCEDURES AND FORMS

Level I.

(See I.9.A SAVINGS & CHECKING ACCOUNTS)

## C. INTEREST

Level I.

1. Explain and define the term "interest." (From bank to consumer, from consumer to bank)
   - Interest can be money added to savings and checking accounts.
     a) Find examples in the newspaper of the use of the word "interest".
     b) Using the chart below, practice adding interest to saving account balances.

| Date | Deposit | Interest | Balance |
|---|---|---|---|
| | | | $400.25 |
| 3/17 | $175.35 | | a. |
| | | 4.35 | b. |
| 4/1 | $225.05 | | c. |

   - Interest can also be money a consumer must pay to a lending institution for money that is borrowed.
     a) Compute the money that would be paid back to the lender at the end of the loan time. Create problems like the sample below:
        A car loan of $3,000 is paid back after two years with an interest total of $425.00. How much money will be paid back to the lender?
     b) Make a list of situations where interest paid back by the consumer typically applies.
        Ex. buying a car, a house, furniture.

Level II.

2. Define the term "annual percentage rate (APR)". Collect examples from bank ads of use of the term APR.

3. Compute the interest earned at different rates for various amounts of money for the year, 1/2 year, 2 years, etc. (I = PRT)

4. Distinguish between simple and compound interest.

5. Compare interest rates from several banks. Decide how the most interest can be earned.

6. Discuss interest payments on loans such as house loans and car loans. (See I.5.F. HOUSING LOANS & INSURANCE) (See I.9.D. LOANS)

## D. LOANS

Level II.

1. List different kinds of loans, such as auto loans, home improvement loans, mortgage loans, college loans.

2. Compare FSLIC and FDIC (insured loans). What is the difference?
   - o Collect sample ads which include FSLIC or FDIC (Use phone book Yellow Pages and newspaper ads).

3. Compute using various rates of interest on loans with information gathered from local car dealer's information.
   - o Place information gathered in chart form on the board.
   - o Compare and contrast information on the chart.
     Ex. Term of the loan, interest rate etc.

4. Discuss where one can get a loan?
   - o Look in newspapers and telephone books to find lending institutions that give loans. (See also I.5.F. HOUSING LOANS & INSURANCE)
   - o Make a list of all the abbreviations and acronyms used in ads.
   - o List unique features for each lending institution.
   - o Write concluding sentences based on the information obtained from the newspapers.
     a) Bank A offers more car loans than any other bank.
     b) Credit unions offer the best rates for mortgages.

5. Discuss what might be needed by a lending institution for a credit history.
   - o Where and for how long has an individual been employed?
   - o Does the individual rent or own his home?
   - o Have other loans been taken out for the individual - if so, have they been repaid on time?
   - o Write a paragraph explaining why an individual should receive the loan applied for.

6. Collect loan forms from various lending institutions.
   - o List information required on each.
   - o Practice filling out loan applications.

# I.10 AUTOMOBILES

## A. SIGNS

Level I.

1. Relate basic shapes to specific types of road signs. (See Reference 21)
   - o Review shapes: circle, octagon, triangle, and rectangle.
   - o Match the traffic signs to their corresponding shapes.

2. Relate color to various types of road signs. (Each color conveys a particular kind of information.)
   Ex. Green - direction
   Yellow - warning
   Blue - Services
   Orange - construction
   Red - Stop
   - o Using black and white pictures of road signs decide what colors they should be.

3. List signs that now use pictures rather than words
   Ex. hospital, lodging, restaurant, pedestrian crossing, telephone, play ground, deer crossing, no U turn, slippery road, railroad, handicapped parking.
   - o Demonstrate the use of a slash to show "not allowed".
   - o Discuss why pictures may be a better approach than words.
     Ex. nonreader
     second-language people (universal)
     quicker to read

4. Create a new road sign.

   - o Generate a list of additional road signs that might help the motorist or pedestrian.
     Ex. heavy traffic area
   - o Design the sign using minimal words or a picture.

5. Make a list of the signs seen between home and the learning center.

6. Write 2 or 3 sentences about what would happen if there were no traffic signs.

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## B. DRIVER'S LICENSE

Level I or II.

1. Collect community resources and classroom materials to provide preparation for obtaining a driver's license.
   - o Contact the local Motor Vehicle Department for the Maryland Drivers' Handbook.
     (Refer to I.10.A. SIGNS)
   - o Make a set of flash cards with the signs on one side and the meanings on the other.

2. Select pictures and/or diagrams from driver's manual.
   - o Discuss the meanings of the pictures.
   - o Review vocabulary words from Vocabulary Booklet p. 21.
   - o Write a sentence to explain the pictures using the related vocabulary.

3. Identify several basic driving rules.
   - o Present the rules in cloze sentence form.
     Ex. When the light turns green you must still (yield) to pedestrians. You must not pass another car if there are two (solid) yellow lines.
   - o Write questions from the rules. Trade questions and try to answer them.

Level II.

4. Read and discuss various sections of the manual. Answer the sample questions from the manual.
   - o Make a list of the most important points.
   - o Write questions from information in manual.
   - o Create sample tests. Exchange the tests with other students
   - o Check the answers by finding the relevant information in the manual.

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## C. MILEAGE & GAS CONSUMPTION

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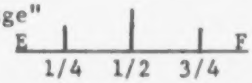
Level I. & II.

1. Discuss the purpose of the "gas gauge"
   - o Practice reading the gauge.



   - o Review fraction number words: one fourth, one half, and three fourths.
   - o Review equivalent fractions: 1/2 is how many fourths? 1/4, 1/2, 3/4 how many eighths, etc.?
   - o Review division by fractions. Assume tank holds 10 gallons, 15 gallons, 20 gallons, etc.
     - a) Compute 1/2 of each; 1/4; 3/4.
     - b) Create X equations for each: $1/4$ of $20 = X$
       $1/4 \cdot 20 = X$
   - o Create cause and effect sentences.

     "If there were no gas gauge...."
     "If the gauge is on empty, I ...."

2. Identify information shown on a gas pump.
   - o Review related vocabulary: gallons, liters, cash/credit, price per gallon, total price, octane rating, directions, etc.
   - o List in sequential order the steps to follow when pumping gas.
   - o "Pump" several different amounts (gallons) of gas. Subtract the decimal amounts from the total tank capacity.
     Ex. 20 gallon tank; buy 10.8 gal, 6.2 gal, 19.6 gal.

3. Poll the class to determine use of either "self service" or "full service".
   - o Tabulate and bar graph the results.
   - o Write conclusion sentences about the information.
     Ex. More people use ____ than ____.
     Fewer people pump ___ than ____.
     Twice as many ______.
   - o Compare prices of both types of service.
     - a) Make a graph showing the different costs.

| | Self-Service | Full-Service |
|---|---|---|
| cash | | |
| credit | | |

b) Determine most expensive; least expensive.
c) List advantages of full-service; self-service; credit; cash.
d) Write opinion sentences.
   Ex. It is better to use self service because _____

Level II.

4. Identify the different types of gaso~~line~~ and discuss the meaning of each: Leaded, unleaded, super unleaded, diesel
   - o Identify adjectives or adjective phrases to describe each.
     - a) Use a thesaurus to find synonyms.
     - b) Write sentences to describe types of gasoline.
       Ex. Leaded gas is cheap, economical, but not in demand.
   - o Create sample prices for each type of gas & practice computations.
     - a) Purchase 15 gallons of each type and compare prices.
     - b) Practice making change from different amounts of money for a gas purchase. ($20.00, $50.00, $10.00, $100.00)
     - c) Create number of gallons bought in 4 weeks, then average the amount of money spent.
       Ex. week 1 - 20 gal; week 2 - 15 gal; week 3 - 16 gal; week 4 - 12 gal.

5. Define "odometer" vs. "speedometer"
   - o Draw several odometers on the board.
     - a) Practice reading whole numbers by filling in various numbers on the odometers.
     - b) Add a decimal point and discuss tenths of a mile. Practice reading amounts.
     - c) Use pre and post odometer readings to determine distances from home to work or school daily, weekly, monthly.
   - o Discuss the meaning of miles per gallon.(MPG)
     - a) List the steps for computing MPG.
       1. Fill up the gas tank. Write down miles on the odometer.
       2. Drive.
       3. Fill up the tank again. Write down gas purchased. Write down new odometer number.
       4. Subtract earlier odometer reading from later.
       5. Divide number of miles driven by number of gallons purchased.
     - b) Practice computing MPG.
   - o Plan a trip and a gasoline budget.
     - a) Determine miles to be traveled (use a road map and review how to use map scale.)
     - b) Determine how many miles per gallon your car gets.
     - c) Compute gasoline costs. (See also I.1.D. MAPS, DISTANCE, GRAPHS)

## D. MAPS

Level I.

1. Map Grids
   - o Create a simple "map grid". Place names at various pts. on the grid graphic.
     (Ex. Put Bonnie at A2, Eric at C1, Jeff at BC, Mike at D4)
     - a) Practice "locating" people.(Ex. Who is at C 1?)
     - b) Practice finding N, S, E, and W.
       Ex. Give the locations of someone south of Bonnie, west of Mike, east of Eric, etc.
   - o Use a local map to demonstrate the usefulness of a grid.
     - a) Find familiar roads, streets, homes, schools, etc. using grid reference numbers. "My house is at D5".

2. See also II.2.A. TRAVEL DIRECTIONS

Level II.

3. Bring in a road map.
   - o Select two possible routes from one location to another.
   - o Write sentence directions for the two routes - emphasize sequence (first, last, etc.) and directional words (north, south, etc.).
   - o Compare and contrast the two routes. Include: distance, convenience, scenery, traffic patterns, etc.
     - a) Make a comparison chart.
     - b) Write a paragraph justifying a selected route.
       "I chose the northern route because .............

4. See also I.1. D. MAPS, DISTANCE, GRAPHS.

## E. PURCHASING A CAR

Level I.

1. List the advantages and disadvantages in purchasing a new car vs. purchasing a used car.
   Ex. cost, condition, warranty, mileage, etc.

2. Make a "needs" survey (individually). Consider the following topics in the survey: Type of car, size, options, family needs (how used, by whom, how often?) and economy.

3. Review an "options" sticker from a new car. Learn the words and terms on the sticker as well as other pertinent information needed before talking about a new car deal.
   Ex. EPA rating, cost with certain options, etc.
   - a) Select 5 options and add to the base price of the automobile.
   - b) Compare 2 option stickers. Why might you select the car with fewer options?

4. Read used car ads. (See Reference 11)
   - o List any abbreviations used.
   - o Use the car ad to write a complete paragraph.
   - o Create a new car ad using abbreviations.
   - o List essential questions to ask when calling about an advertised car.

Level II.

5. Discuss possible sources of information which would help to calculate the purchase price of a new and/or used car. List some of the following:
   - o Read new car dealer ads/classified ads in local newspapers.
   - o Visit dealer show rooms and lots. Collect brochures, ask about finance terms, and obtain prices of options.
   - o Read about specific models in the "Consumer Reports" magazine (from library or newstand).
   - o Call local banks for current interest rates on new and used car loans.

6. Scan newspaper "Used Car Ads". (See Reference 11)
   - o See Level I activity 4 "Read used car ads".
   - o Read and compare information on cars of the same model, yr., size, make etc.
   - o Make a chart to record comparable information about several cars.
   - o Conclude the "best buys".

7. Obtain and analyze a purchase agreement.
   - o Define terminology, check for warranty information, service agreement and finance terms.
   - o Correctly calculate price and sales tax.

8. Call the MVA and obtain the regulations governing the sales and licensing of used cars purchased from private individuals.

## F. AUTOMOBILE MAINTENANCE

Level I and II.

1. Discuss the importance of preventive maintenance of an automobile.
   - o Examine an automobile owner's manual and look for maintenance charts.
   - o Find reasons why tires should be checked at specific times.
   - o Find reasons why oil should be checked and changed in the time frame suggested in the manual.
   - o Write cause and effect sentences.

     Ex. If the oil is not changed every ___, the engine will ___.
   - o Chart routine car maintenance procedures.

| Ex. | 5 | 10 | 15 | 20 | * |
|---|---|---|---|---|---|
| Change Air filter | | | X | | |
| Change Engine oil | X | | | | |
| Check Hoses | | | | | |

*miles in thousands

Level II.

2. Write automobile maintenance related directional vocabulary on the board. Write auto maintenance related vocabulary:

under
over
above
up
down

around
in
to
next to
between

behind
in front of
right
left

through
inside
into
outside

a) Refer to a car diagram. (See Reference 22) Write auto maintenance sentences using these prepositions. Try to use several prepositions in one sentence.
   Ex. The carburator is behind the fan belt and next to the oil stick.

b) Use the above diagram and categorize the parts into "Parts You Can Buy and Replace Yourself" and "Parts That Are Replaced by a Service Department".
   1) Find the compound words.
      Example: Windshield, tailpipe, dipstick
   2) Make all singular nouns into plural nouns.
   3) Which noun can be used as verbs by adding "ed" or "ing"?

3. Make a maintenance record chart. Include such items as frequency of maintenance, dates, mileage, repair costs.
   - Discuss the importance of keeping records of car maintenance. Might these records affect the warranty?
   - Compute costs of changing oil at home vs. service station charge for changing oil.

4. Identify local repair shop or facilities. Compare costs for different repair procedures such as tune-ups, lube jobs, tire changes, etc.
   - Call for repair prices.
   - What guarantees or warranties are given on the repair work?
   - Compare 2 or 3 repair services.(Ex. Midas, local gas station, car dealer, etc.)
   - Write comparison statements using: more, most, least, less as much as.

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## G. AUTO EMERGENCIES

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Level I.

1. List the types of auto emergencies that could occur: car won't start, flat tire, fire, stalling, minor accident, theft, snowbound.

   a) How many parts of speech are represented in this list? Ex. nouns, adjectives, verb, etc. Practice changing one part of speech to another in sentences.

   b) Write simple sentences using time words such as last week, yesterday, to day, etc. Ex. Yesterday, I got a flat tire.

2. Discuss appropriate action to be taken in case of an emergency.
   - What does the law require?
   - What personal safety concerns are involved?
   - What is the correct order for one's actions?

3. Fill out a simple accident form. (See Reference 23)
   - List the important information which should be included: Who, what, where, when, how.
   - Stress accuracy, legible writing, where to find vehicle information needed (Ex. vehicle registration number)

4. Make a list of items necessary to keep in a car in case of emergency. (flash light, flares, white cloth, good spare tire, etc.)

Level II.

5. Practice reporting (in writing and orally) the sequence of an accident to police and insurance company. Stress "order of events" as well as details of the accident.

6. Check the Maryland Driver's Manual for emergency tips and Maryland law regarding emergency roads and emergency action--Read and discuss.

7. Write a paragraph explaining good safety practices.

## H. AUTO INSURANCE

Level II.

1. Discuss and list on the board types of auto insurance coverage. (Collision, Comprehensive, etc.)

   Define the terms:
   - Liability
   - Medical payments
   - Collision
   - Comprehensive
   - Uninsured motorist
   - Rental reimbursment
   - Towing and labor
   - Deductible

   (Excellent reference book: Lakeshore, Consumer Survival Buying Insurance)

2. Identify and list the categories used by insurance companies to determine the premiums motorists will pay.
   - Who's the driver? (age, gender, marital status, smoking, business or pleasure, discount for good students)
   - Where do you live? (suburb, urban, rural)
   - What's the driving record? (traffic violations, accidents, etc.)
   - What is the type of car insured? (sport, wagon, 2/4 door model, etc.)

3. Put an insurance premium chart on the board.

## Insurance

### Yearly Premiums for Collision and Comprehensive

| Driver | Collision Premium |  | Comprehensive |  |
|---|---|---|---|---|
|  | $50 deduct | $100 deduct | $50 | $100 deduct |
| Female under 25 | $170 | $130 | $40 | $25 |
| Male under 25 | $260 | $210 | $60 | $35 |
| Over 25 | $ 90 | $ 73 | $28 | $15 |

- **Practice subtraction word problems.**
  **Ex. How much more does a male under 25 pay than a female under 25?)**
- **Practice multiplication word problem. (Ex. If these rates are per month, how much would comprehensive $50. deductible cost for 6 months for each driver category?)**
- **Practice subtracting the deductible coverage from the actual cost of repairs. (Ex. $100 deductible. Repair bill from body shop = $735.)**

**Discuss these questions:**
1. **Why are these categories important?**
2. **Who pays for accidents? Law suits?**
3. **Are these ratings fair?**

4. **Use the "Consumer Reports" magazine from the library to compare insurance companies - the best, the worst. (Issue Nov. 1988)**

5. **Use the chart below to compute premiums.**
   - **Find premium amounts due quarterly and semi-annually. Divide by four for quarterly premium and divide by two for semi-annual premiums.**
   - **Round to the nearest dollar.**

|  | Total Premium | Quarterly Premium | Semi-Annual Premium |
|---|---|---|---|
| Car 1 | $ 516 |  |  |
| Car 2 | $1,700 |  |  |
| Car 3 | $ 436 |  |  |
| Car 4 | $ 952 |  |  |
| Car 5 | $1,264 |  |  |

- **Discuss which premium, quarterly or semi-annual, would be best for the budget.**

6. List reasons people why should buy car insurance.
   - List the types of insurance (from Level I #1) and explain what each covers and how much coverage is needed.
   - Write a paragraph to try to sell someone car insurance.

7. Place a sample insurance coverage chart on the board.

| | |
|---|---|
| Bodily Injury | $100,000/300,000 |
| Property Damage | $ 50,000 |
| Uninsured Motorist | $ 10,000/20,000 |
| Personal Medical Payment | $ 5,000 |
| Collision | $ 100 deductible |
| Comprehensive | $ 50 deductible |
| Towing & Labor | $ 25 |

   - Write up a fictional accident. (See Reference 23)

     Example: Car 1 stopped at a stop sign. Car 2 hit Car 1 from behind. Driver of Car 1 was hurt. Received 20 stitches and broke her arm. The bumper and tail lights were damaged. Car 2 received minor damage and driver unhurt. Both drivers have insurance. Both cars could drive away.

     a) Create an accident diagram to represent the accident.
     b) Make conclusions about which coverage items apply to Drive I and/or Driver 2.

# II.COMMUNITY RESOURCES

## II.1 TELEPHONE

### A. DIRECTORY

Level I.

1. Examine how a telephone book is organized; examine how ABC order is used within each section.
   - o White pages (ABC order)
   - o Yellow pages (ABC under each topic)
   - o Business versus residential section
   - o Government listings
   - o Information and directions (front)

2. List the many uses of a phone book; practice finding examples of each.
   - o Find friends' phone numbers and addresses.
   - o Find a service. (plumbing and heating, etc.)
   - o Locate phone number and address of community services (Ex. board of education, clinics, etc.)
   - o Find emergency numbers.

3. Choose 3 local stores and find their phone numbers (Business Section); 3 hospitals; 3 taxicab companies.

4. Emphasize the use of "guide words".
   - o Have students make a list of 10 names (friends, classmates, etc.)
   - o Alphabetize the list, then use the guide words to locate the page in the phone book where each one would be found.

5. Choose a page from the telephone book where the same surname is used often. (Ex: Smith) Discuss how these names are alphabetized. Select another surname (Ex. Johnson) and list several on the board. Place this list of names in alphabetical order.

Level II.

6. Compare the advantages (or disadvantages) of shopping by phone versus shopping in person.
   - o Select one large item to purchase and make a list of questions to have answered before buying (price, size, and brand).
   - o Call (or role-play-discuss) 2 or 3 stores for information and determine best buy.
   - o Calculate time saved shopping by phone versus in person.

7. Select 1 page from the yellow pages section of the phone book. Ask questions about the information listed: For example
   - a) How many vending machine companies are listed?
   - b) If your pet is sick, can you find the name of someone to call for help?
   - c) Is there someone listed who could teach violin lessons? etc.

8. Create a personal phone directory of often used numbers.
   - o Review the rules of ABC order.
   - o Use the phone book to find addresses and phone numbers for each listing (write each entry on a 3x5 card).
   - o Create categories for the total set of telephone listings.
     Ex. friends, doctors, schools, stores, gas stations, restaurants. Organize the 3x5 cards according to categories.

9. Use the telephone book to locate 5 restaurants close to your home.
   - o Alphabetize the 5 names.
   - o Find the 5 restaurants on a map.
   - o Write directions to go from home to one of the restaurants.

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## B. EMERGENCY CALLS

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Level I.

1. Locate and read the emergency numbers found in the telephone book. Using 5x7 index cards, make a reference card to post next to home phones. Be sure to include: police, fire, ambulance, poison center and hospital emergency room.
   Note: Might also look up and add: mother's and father's work numbers, closest neighbor, or relative, children's school, family doctor and dentist. Also add: power company for an electric shut-off and gas company for a gas leak.

2. Discuss and list the information to give when placing an emergency call. List these:
   - o Problem
   - o Name (spell if necessary)
   - o Address (accurately and in full)
   - o Phone number
   - o Directions to home if necessary (nearest landmarks, street intersections, approx. miles, etc.)

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## C. TIME ZONE

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Level I & II.

1. Find the U.S. time zone map in the front of the telephone book (See Reference 24)
   - o List the names of all time zones on the board. Discuss how they were probably named (location) and observe how they cut through some states causing 2 different times in a single state.
   - o Ask a series of questions which are answered by determining the correct time and zone. "If it is ___ o'clock in ___, what time is it in ____?
     Note: Be sure questions involve figuring times both east to west, and west to east.
   - o See also I.1.D. MAPS DISTANCE GRAPHS

2. Using the time zone map, locate 6 major U.S. cities from N to S, and E to W.
   - Identify the zone for each city.
   - Compare the time in that city and your city.
   - Look up long distance rates in the phone book and determine the most economical time to call each city.

   *Excellent resource: "Harvey Crumbaker", Lakeshore Curriculum Materials - (pages 11a - d)

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## D. BILLING

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Level I & II.

1. Use a sample of current (local area) telephone bill or (See Reference 14).
   - List and define related vocabulary words.
   - Read the bill carefully and list the various charges and codes represented.
   - Examine the "itemized long-distance" calls page and locate dates, times, lengths, places, numbers, and charges of selected items.

2. Generate discussion by asking the following questions:
   - How often are you billed?
   - By when do you have to pay the bill?
   - What happens if you cannot pay your bill on time? Is there a number to call?
   - Do you know where you can find directions on how to read your telephone bill? (Front of telephone directory).
   - Figure the cost of a call at 3 different times and rates. (day, evening, night, week-ends).
   - What percent of the bill is for local charges, long distance charges, service charges, tax, etc?
   - How can someone sign up for another long distance program? (Ex. MCI, Sprint) Why would someone change to another long distance company?

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## E. TELEGRAMS

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Level I.

1. Discuss what a telegram is.
   - What makes a telegram different from a letter or phone call?
   - When and why would a telegram be used instead of a letter?

2. Practice determining the cost of a telegram. Explain that the cost is based on number of words, so the message has to be short, but complete.
   - Write in full sentences a short message of congratulations.
   - Reread the message and underline the key words and phrases (Main idea).
   - Write a telegram using key words and phrases only.
   - Determine the cost if each word costs: 10 cents, 15 cents, etc.
   - Use the telephone directory (business section) to look up the number for Western Union.

## F. PAY PHONE

Level I.

1. Examine the face of a local pay phone. (See Reference 25)
   - o List the types of calls that can be placed by pay phone: direct dial, person-to-person, collect, credit card, emergency calls, and toll free "800" numbers.
   - o Identify how to get the operator's assistance; how to place an emergency call.
   - o List in sequential order the steps for making calls.
   - o Identify the cost of making a local call.
     - a) What combination of coins could be used? Is change given?
     - b) If a long distance call is made, what combination of coins could be used for a 85 cent call? 55 cent call? $2.25 call, etc?

2. Challenge: How many places can you think of that have the availability of a pay phone. (Ex. highways, hospitals, office buildings, etc.)

## G. TELEPHONE MESSAGE

Level I.

1. Generate a list of important reasons for writing down accurate telephone messages at home or on the job.

2. Identify and list the essentials of a good phone message:
   - o Be sure to include: who, what, when, where, what time.
   - o Be sure to stress:
     1. Sequence information clearly
     2. Who left message/who took message
     3. Full sentence, or phrases
     4. Completeness
     5. Correct spelling of names, addresses, date, etc.

3. Practice writing some simple messages (See Reference 26) (Ex. a doctor's appointment, a message from a child, etc.)

Level II.

4. Practice writing more difficult or lengthy messages. (See Reference 26) (Ex. a business call, meeting arrangements, product information, etc.)

# II.2 TRANSPORATION AND TRAVEL

## A. DIRECTIONS

Level I.

1. Review directional words such as right, left, up, down, north, south, east, west.
   - o Pair up and play a "charade" game acting out directions.
   - o Relate left-right-up-down to N-S-E-W.
   - o Examine Maps to see how N-S-E-W is listed. Locate the compass Rose.

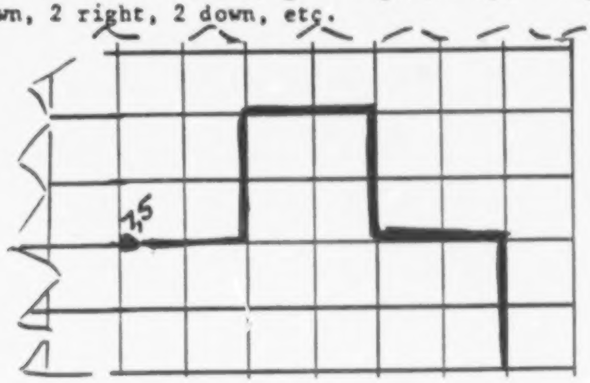
2. Practice following oral directions by placing circles, squares or triangles in the proper place on a blank piece of paper.
   Ex.
   - o Draw a square in the upper right corner.
   - o Draw a circle in the lower left corner.
   - o Draw a triangle in the southern part of the paper.

3. Explain northeast, southeast, northwest, southwest by drawing a chart on the board.

   "The top right corner is the northeast corner." Use the chart for practice exercises:
   - a) The bottom left corner is the _____ corner.
   - b) Write a 1 in the northeast corner.
   - c) Write B in the northwest corner.
   - d) Draw a C in the southwest corner.

4. Create pictures on grids by following "positional word" directions. (See References 27)

   Ex. "Start at the dot (7, 5) go 2 right, 2 up, 2 right, 2 down, 2 right, 2 down, etc.



- o Change "right, up, down, etc" to "N, S, E, and W" words and repeat the exercise.
- o Reverse the order. Graph a picture first, then write the directions using N, S, E, W.

Level II.

5. Write down directions from home to school. Do not use abbreviations, but underline all words that can be abbreviated.
   - o Rewrite directions using abbreviated form.
   - o Exchange directions and translate from abbreviated form to full words.
   - o Use a county map to locate students' homes. Compare the written directions with the map route.

6. Look through the want ads for apartment ads. Find ads which give directions on how to get to a location. Locate on a map.

7. Write directions to a point of interest in the community. Stress the use of sequence words - first, next, etc.
   - o Draw a map demonstrating the directions.
   - o Locate the directions on an actual community map.

## B. SIGNS

Level I.

Refer to I.10.A. AUTOMOBILE SIGNS

## C. TYPES OF TRANSPORTATION

Level I.

1. List as many types of transportation (See Vocabulary Booklet pg. 26.)
   - o Discuss the concept of public and private transportation and classify or chart types.

     Ex.

     | Public | Private |
     |---|---|
     | bus | car |
     | subway | truck |
     | train | van |
     | taxi | bicycle, etc. |
     | airplane, etc. | |

   - o List advantages and disadvantages of public and private modes of transportation. Ex. (costs, insurance, maintenance, daily scheduling of activities, jobs, etc.)
     - a) Match types of transportation to various advantages or disadvantages. (Ex. cost airplane)
     - b) Choose a type of transportation. Write sentences to support the advantages of the mode selected.

2. Write sentences using transportation vocabulary combined with prepositions: across, through, over, under, above, around, etc. (See Vocabulary Booklet for an activity to introduce prepositions.)

   Ex: A ship travels across the water.

   Note: Other parts of speech may also be used. Ex. Adjectives - The sleek, fast train had a dining car.

3. Select possible types of transportation for each of the following trips:
   - o A trip within a mile (walk, bicycle, car, etc.)
   - o A trip within 10 miles (car, bus, subway, taxi, etc.)
   - o A trip within 100 miles (car, train, bus, etc.)
   - o A business trip (car, train, plane, rent-a-car, etc.)
   - o A cross-country trip (bus, train, airplane, car, etc.)
   - o An overseas trip (airplane, ship)

Level II.

4. Select the transportation means available to get to work each day (car, car pool, van pool, bus, walk, etc.)
   - o How do the times compare for each type of transportation?
   - o Compare the costs of each type of transportation. Don't forget parking fees.
   - o Compute costs for 1 week, 1 month, 1 year.

## D. SCHEDULES & FARES

Level I.

1. Use a local bus schedule (See Reference 28)
   - o Discuss the days a bus runs; the time; where it starts and ends.
   - o Define the term "transfer". Determine how to obtain a transfer, when is it used, and how?
   - o Answer questions such as:
     - a) Identify abbreviations used and what they stand for.
     - b) Determine if weekday and weekend schedules are the same.
     - c) Identify departure times, arrival times, and scheduled stops.

Level II.

2. Compare train and plane schedules. (Ex. from Washington to N.Y.)
   - o Compare departure times, arrival times, scheduled stops, and fares.
   - o List the advantages and disadvantages of each. Compare the fares.

## E. MAPS

Level I & II.

Refer to I.10.D. AUTOMOBILES
See also II.2 TRANSPORTATION & TRAVEL: DIRECTIONS

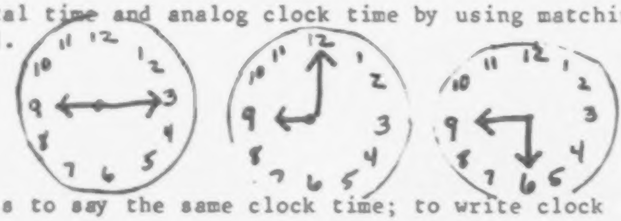
# II.3 TIME

## A. CLOCK

Level I.

1. Practice reading digital time and analog clock time by using matching exercises on the board.

   Ex. 9:15
   9:00
   9:30



2. Identify alternate ways to say the same clock time; to write clock time.
   Ex. a) 3 ten; ten after 3; 3:10
   b) 2 forty-five, quarter to 3, and 15 minutes to 3; 2:45

3. Use the T.V. Guide to practice figuring time. (See Reference 29)
   - o Select 5 programs for viewing.
   - o Move clock hands to indicate the starting and ending time for each show.
   - o Write the starting and ending time for each show - use both a.m. and p.m. times.
   - o Calculate the actual length in time of each program.

4. Find 2 recipes that require different baking times.
   - o Select a time to begin baking and record that time.
   - o Determine when the baking would be done . Write the time.
   - o Practice writing the time in numbers and words.

5. Using a model clock (or writing on a piece of paper), show or write the times of the day that various activities are performed. Use some of the following:
   - a) What time do you wake up in the morning?
   - b) What time do you leave your house for work?
   - c) What time do you arrive at work? How long was the commuting time?
   - d) What time do your children get home from school?
   - e) What time do you eat dinner?
   - f) What time is your favorite T.V. show? etc.

6. Use medicine labels with dosage requirements on them.
   - o If a medication must be taken 3 times daily and the first dose is taken at 7 a.m., determine the times of the next dosages and record those times.
   - o Use other time spans. (Ex: Twice daily, 4 times daily, every 4 hours, etc.)

7. Use "if" and "then" logic statements to figure passage of time problems.

   Ex.
   - a) If your job begins at 8 a.m. and it takes you 45 minutes driving time, then what time must you leave home?
   - b) If you want 8 hours sleep and must get up at 6:30 am, then what time should you go to bed the night before?
   - c) If it takes a turkey 3 1/2 hours to cook and you would like to eat at 6 pm, then when should you put the turkey in the oven?

Level II.

8. Compute working time (Punching a time clock). Point out that job time can be shown in two ways - exact hours and minutes (5 hrs. and 32 minutes) or in tenths of an hour (6 hrs. and 45 minutes = 6.75 hrs.). Do students know which method is used on their job?
   - o Compute one-day's work time and earned salary.

     Ex. On job at 7:30 am; leave job at 3:48 pm
     How many hours worked? (8 hours and 18 minutes or 8.3 hrs.)
     Show how to calculate both methods of elapsed time.
   - o At $4.50 per hour, how much was earned?
   - o Keep a log of 1 week work time in hours and minutes. Calculate total time worked and salary at a given rate. (Use both methods. Convert total minutes to hours and also to tenth of an hour)

9. Read a bus, train, or plane schedule or ticket. (See Reference 28)
   - o Translate written time to clock time, or vice versa.
   - o Compare time it would take to travel to the same place by bus, train, and plane.

- o From the schedules, pick a place you would like to go. Determine what time you would have to leave your house to arrive at the airport, train station, and/or bus station on time. Decide how early you have to arrive. (What do they recommend at the airport, etc., or from your experience?).

10. Examine time zone map of the United States. (See Reference 24)
    - o Choose 5 cities from different parts of the country.
    - o Read a plane schedule and compare arrival time to actual time in flight.

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## B. CALENDAR

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Level I.

1. Look at any calendar month. (See Reference 30) Point out the days of the week and the fact that calendars start with Sunday.
    - o Match days to their abbreviations
    - o Find: What day of the week is the 1st, 10th, 13th, 28th, etc.?
    - o Figure: How many days in a week? 2 weeks, 3 weeks.
    - o Learn the rhyme: Thirty days has September, April, June and November. Thirty-one in all the rest except for February which has 28, and in leap year 29.
    - o Practice writing calendar dates 3 ways. Ex. February 5, 1988, Feb. 5, 1988, 2/5/88.

2. Fill in a blank calendar.
    - o Fill in the days of the week.
    - o Select any month and fill in the numbered days.
    - o Label all of the holidays.

3. Discuss what one does each day using days of the week. Write sentences about each day. Circle capital letters. (Ex: Sunday I sleep late. I go to school on Monday night.)

4. Write a list of direction words on the board: after, before, between, etc. Compose sentences using the calendar information and the direction words.

    Ex. Monday comes before Tuesday. The 15th of February is the day after Valentine's Day.

# II.4 POST OFFICE

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## A. ADDRESSES

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Level I.

1. Discuss the importance of addressing an envelope correctly.
    - o Stress legible handwriting, correct spelling, and completeness.
    - o Identify all the parts of an address: name, street/box/rural route, city/town, state, and zip code.
    - o Discuss
        - a) How important is the zip code? What might happen if you left it off the address?
        - b) What might happen if you misspell a name?
        - c) What might happen if you reverse house or box numbers? (39-93)

- o Draw an envelope on the board and demonstrate the proper placement of the addressee's address and the sender's return address.
- o Have students write their names and addresses on a paper and exchange with a classmate. Practice addressing an envelope to each other. Include a return address.
  - a) Check for legibility and placement.
  - b) Check for correctness in spelling, numbers, etc.

2. Use a map of the United States to match postal state abbreviations to each state on the map (See Reference 31; See also Reference 24)

3. Discuss the purpose of learning abbreviations when addressing an envelope. (simple, convenient shortened form of words)
   - o Write the following address on the board.

     Doctor William Smith
     423 Bell Avenue
     Hagerstown, Maryland 21740
   - o Identify abbreviations to substitute for complete word.

     (Dr.) (Ave.) (Md.-with period)
     (MD-no periods)
   - o Ask which form is shorter and more convenient for everyday use.
   - o Make a list of appropriate abbreviations.Have students address envelopes to friends, relatives, schools, etc. using simple abbreviations.

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## B. POSTAL RATES

Level I.

1. List supplies available from the post office: stamps, envelopes, cards, money orders.

2. Identify various denominations of stamps.
   - a) Identify cost to send a letter; a postcard.
   - b) Calculate costs of various purchases.

     Sample questions:
     1. How much do four 3 cent stamps cost? six 3 cent stamps? etc.
     2. If you buy nine 2 cent stamps, how much change do you get from a quarter?
     3. How much change do you get from a dollar if you buy three 25 cent stamps? Seven 4 cent stamps?
     4. How many 5 cent stamps can you buy with a quarter? 25 cent stamps with a dollar?
   - c) Identify other places to purchase stamps (machines, grocery store) and discuss the pros and cons (Ex. time factor, cost more than face value)

Level II.

3. Review a "Postal, Rates, Fees, and Information" flyer from the Post Office.
   - o Scan the various rates.
     - a) Review ounces and pounds measurement.
   - o Define "Priority Mail".

a) Differentiate between First Class and Priority Mail (ex. packages, pieces over 11 ounces.)
b) Practice reading the rate chart.
c) Find the poundage.(Ex: 3 lbs. 12 ounces - look at rate for 4 lbs.)
d) Compute the poundage of multiple packages. (Ex: three packages - 6 lbs, 2 lbs, 12 lbs.)
e) Practice making change. (Ex. How much change from a twenty dollar bill for a $12.50 package?)

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## C. POSTAL FORMS

Level I.

1. Examine a blank "Change of Address" card. (See Reference 32)
   - o Circle the words "Print" and "Sign".
     - a) Discuss reasons for both.
     - b) Fill in print and signature.
   - o Practice writing dates two different ways: June 5, 1985 and 6-5-85.
   - o Circle the words "temporary" and "permanent". List things that are generally permanent; temporary.

Level II.

2. Obtain copies of the following forms from your post office:
   - o Express mail form, receipts, and labels
   - o Domestic return receipt
   - o Certified mail and insured mail receipts and forms
   - o Receipt for registered mail
     - a) Go over the vocabulary needed for the forms.
     - b) Practice filling out forms from the post office.
       1. Circle all the abbreviations and write words for each.
       2. List address words that are commonly abbreviated (St. Ave. Rd., etc.)

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## D. LOST MAIL

Level I.

1. Make a list of questions to ask the post office about lost mail.

2. Discuss what types of mail can be insured against loss: priority, third class, first class, parcel post.

3. Obtain the Form 3812 "Request for Payment of Domestic Postal Insurance" from the post office and fill it out.

4. Discuss the fact that in order to file a claim one must keep the mailing receipt. List reasons why this is essential.

Level II.

5. Write a good paragraph starting with a topic sentence: What should I do? Aunt Sarah did not get my Christmas present.

### E. MONEY ORDERS

Level I & II.

1. Obtain a sample money order form; practice filling it out. (See Reference 32)
   - o Review how to write specific money amounts using decimals.
   - o Practice filling in essential informaton.

2. Using the telephone book, compile a list of places with addresses where you can purchase money orders: post office, banks, credit unions, etc.

3. Discuss why and when someone might want to purchase a money order. (Do not send cash through the mail, quick way to transfer money, pay bills, etc.)

4. Explain what should be done if a money order is lost or stolen. (Retain customer receipt always.)

## II.5 COMMUNITY AGENCIES AND SERVICES

### A. LOCAL RESOURCES

Level I & II.

1. Generate a list of the types of agencies one might need to call on a regular basis: (Use the telephone book as a reference source) (Ex. school, medical, family crises, health, social services, etc.)
   - o Identify 2 specific agencies for each category.

     Ex: Whom do you contact if:
       - a) child abuse is suspected?
       - b) unable to pay the rent, buy food?
       - c) child is truant?
       - d) A TB test is needed?
   - o Write address and phone numbers of agencies most frequently used.

2. See also V.4.A. Local Government, II.5.C. Government Services, G. Library, K. Community Services providers.

### B. EMERGENCY HELP

Level I & II.

1. Discuss when to call the emergency telephone number 911.

   Ex: A man is hit by a car and is unconscious.
   A child drinks a bottle of medicine.
   Someone is breaking into your neighbors house.
   Smoke is coming from the woods below your home.
   - o Categorize the situations: call for help to police, fire station, or emergency medical help. (ambulance)
   - o List the steps (giving order of events) from time of emergency situation until help arrives.

Ex:
- a) An accident happened.
- b) A man is hit by a car and is hurt.
- c) Call 911 for ambulance.
- d) Give the location of the accident.
- e) Ambulance arrives quickly! (We hope!)

2. Make an emergency medical card.
   - o List important references: doctor, ambulance, fire dept., etc.
   - o Use the telphone book to obtain appropriate telephone numbers.
   - o Practice legible handwriting or printing.

See also III.4.C. FIRST AID, and II.1.B. EMERGENCY CALLS.

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## C. GOVERNMENT SERVICES

See D. MEDICAL FACILITIES, E. EDUCATION SERVICES, G. LIBRARY, K. COMMUNITY SERVICE PROVIDERS.

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## D. MEDICAL FACILITIES

Level I.

1. Use the local telephone book to develop a list of various medical facilities available in your community.
   - o Include: Hospitals
     - Medical clinics - diagnostic & treatment clinics
     - Mental health clinics
     - Drug & Alcohol treatment centers
     - Outpatient surgery centers
     - Nursing homes
     - Doctor's and dentist's offices (or centers)
     - Hospices
     - Clinic HOTLINES
   - a) Record the numbers and addresses of those nearest your home.
   - b) Read and discuss the medical services listed in the Yellow Pages. Compare "Free" and "Fee" services.
   - c) Discuss the difference between "private" and "public" medical facilities.

2. Locate several appropriate facilities on the county map and write simple sentences describing the routes from one's home to the facilities. Stress sequential order of directions. (Ex. to the nearest hospital, doctor's office or dentist)

3. Compare and contrast the services provided by different medical facilities. (Ex. hospital-emergency cases, major operations, etc.)
   - o Write sentences expressing comparison/contrast. Examples: Hospitals have more ____ than clinics have.

4. Given specific medical situations, select the most appropriate medical facility for treatment.

   Ex.
   1) Your child falls and has a deep cut on his head. Do you take him to his doctor or to the hospital emergency room?
   2) Your child has a cold and complains of an earache. Do you take him to the doctor or the hospital emergency room?

Level II.

5. Write or call your county health department for literature on how to properly choose a medical facility.
   - o Request materials of high interest. (Ex. Cost saving clinics, nursing homes, teen care or small child care, drug or alcohol treatment, etc.)
   - o Read and discuss information, summarizing main ideas.

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## 3. SIGNS AND DIRECTORIES

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Level I.

1. Identify places one is likely to find directories. Examine a store or office building directory. (Directories can be picked up at any Mall)
   - o Discuss how names or items are listed in alphabetical order. If two or more last names are the same, how are they alphabetized?
   - o Provide a blank directory or draw one on the board to practice alphabetizing and grouping.

|  |  |  |
|---|---|---|
| Ex: | Perkins, Irene - M.D. | 301 |
|  | James, Robert - DDS | 206 |
|  | Brown, Sam - Attorney | 208 |
|  | Brown, Saul - Printer | 308 |
|  | Jones, Robert - Business Machine | 406 |
|  | Smith, Mark - Pharmacy | 104 |

Level II.

2. Obtain a directory of places of interest from a tourist center, travel agency, Chamber of Commerce, hotel, newsstand, or automobile club.
   - o Locate places of interest on a city map.
   - o Arrange in order a visit to places of interest. (Consider the geographical location N, S, E, W)
   - o Find any listed admission fees. Discounts for groups. Discounts for certain days or hours.
     - a) Choose one place and compute cost of admission for family of 4, for 2 adults and 2 children, etc.
     - b) Visit 3 places. What will be the cost for a family of 4?

3. Generate a list of signs that one might see in buildings.

emergency
entrance
exit
information
fire extinguisher
elevators (freight)
escalators
high voltage
up
down
automatic door
quiet
no smoking
telephone
ladies
gentlemen
women
restroom
lobby
personnel

- o Categorize signs according to kinds of buildings where signs would be seen.
  banks stores theaters libraries, etc.
- o Generate a list of reasons why signs are important. (Ex. safety, find your way.)
  - a) Create a second list of additional signs that could be created to help. (Ex. cafeteria, parking lot, security guard)
  - b) Design picture signs for new word signs.
  - c) Scan community materials for pictures of signs and directories. Write sentences describing each. (Ex: This is a telephone sign.)

4. See also I. 1. D. MAPS, I. 10. A. SIGNS
   COMMUNITY RESOURCES II. 2. A and B. DIRECTIONS AND SIGNS

## F. EDUCATIONAL SERVICES

### Level I & II.

1. List possible kinds of educational services.
   nursery school
   elementary school
   high school
   vocational and trade schools
   Adult Basic Education and GED classes
   Adult & Continuing Education classes
   Community colleges
   - o Find the listings for each category in the telephone book.
   - o Distinguish between "private" and "public" agencies.
   - o Make a list of question sentences requesting information about a specific agency. Answer the questions with statement sentences.

2. Find the listing for the public school system in your community.
   - o Examine the different departments.
   - o Generate a list of reasons for calling various departments. Example: Elementary or high school - make appointment with teacher or principal; superintendents office - voice a complaint or concern; school psychologist - child needs testing; personnel - information about current jobs; adult education - information about literacy programs, etc.

3. Write a letter to school or regional office of education requesting information about a specific need.

4. Use a local map to find the Educational Services Center in your community.

5. Discuss the various educational services available through local community or government agencies. Example: Job training classes - through locally sponsored rehab programs, early childhood or parenting classes sponsored by community or church groups.)

- o Scan the newspaper for advertisements about available services. Find the who, what, where, how much, when.
- o Locate these community agencies on a map; in a telephone book.
- o Request information about applying for these services by telephone or writing a letter.

6. Evaluate an educational service in your community. Give your opinion about the service. What suggestions can you make for improving the service in your community?

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## G. LIBRARY

Level I & II.

1. Discuss the services provided by your local library system (utilize materials collected from the local library): Borrow books records, tapes, pictures, maps, magazines, etc; attend special presentations and programs; get information about community services and programs.

2. List in sequential order the steps used to borrow books:
   - o Go to library.
   - o Ask for application.
   - o Complete the application.
   - o Provide proof of residency.
   - o Obtain cards.
   - o Find book(s).
   - o Check out book(s).

3. Practice completing library application forms.
   - o Review the vocabulary.
   - o Review the use of abbreviations.
   - o Review 2 ways to write dates.

4. Visit a local library.
   - o Locate the nearest public library on a map.
     - a) Write directions to the library.
     - b) Use map scale and measure the distance from your home to the library.
   - o Identify library hours; rules for borrowing books; specific services.
   - o Complete an application form.
   - o Borrow a book!

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## H. PERMIT & LICENSE

Level I.

1. List activities that require a permit or license. (Example: drivers, fishing, hunting, marriage licenses; marching, picnic, building, door-to-door sales permit, day care)
   - o Use the list to write words as nouns, verbs, or adjectives (Example: marriage, marry, a married man.)

2. Review a sample permit and license application form.
   - o Review vocabulary.
   - o Practice capitalization in writing names, date, city, state, etc.
   - o Use abbreviations for date, state.

3. Read for specific information.(Example: Are there age limits? For how long is the license good? Can it be renewed? What are specific restrictions?

Level II.

4. Sequence the steps necessary to obtain a permit or license.
    - Write a paragraph describing these steps.

5. Discuss why it is necessary to have a license/permit. (Example: Door-to-door sales permit protects consumer.)
    - Write a paragraph pro or con about a particular license.(Include 3 reasons in support of the pro or con position.)
    - Make a list of other things that could (should) require a license or permit.
      Ex. CB radios, home businesses, state boards, knives)

6. Compare the costs of various permits/licenses.
    - Call the proper agencies to find information.
    - List them from least to most expensive.
    - Discuss the reasons for these fees.

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## I. NEWSPAPERS & PERIODICALS

Level I.

1. Identify the different sections of a newspaper.
    - Find and use the Table of Contents on the front page.
    - Practice locating sections by letter and page number.
    - Ask questions about daily news events and name the section to locate the information.
      Ex: a) Who won yesterday's football game?
      b) Is Safeway having chicken on sale this week?
      c) What will the weather be like tomorrow for our picnic?

2. Cut out the headlines of news articles and rewrite them as complete sentences. Stress capitalization and ending punctuation.

3. Select an easy news article. Read for content, main idea, facts, etc.
    - Answer the who? what? when? where?
    - Pick out all the nouns, pronouns, verbs, etc.
    - Find subjects and predicates of sentences.
    - Look for prepositional phrases.
    - Identify descriptive words.
    - Locate opinion words.
    - Rewrite past tense sentences as present tense; future tense.
    - Rewrite third person articles to first person; to second person.

4. Make a list of all the adjectives found in a newspaper local store ad.
    - Change the positive adjectives to negative and compare the results.
    - Change all the adjectives to synonyms.
      Is the original intent or meaning of the ad changed?

5. Find two different ads for the same product. Compare for savings, descriptions, adjectives used, appeal, etc.

6. Cut out cartoons and arrange the sections in chronological order. (Use those with fewer words for low readers; use those with more difficult vocabulary for higher readers.)
   - Write paragraphs about cartoon stories.
   - Write descriptions of cartoon characters; review use of adjectives.

7. Study the weather map. List related vocabulary. (high, low, front, temperature, degree, etc.)
   - Study the legend and symbols.
   - Identify weather fronts .
   - Read information from the charts which show weekly predictions and weather patterns.
   - Bring in 2 or 3 weather maps from newspapers on consecutive days. Show the progression of weather fronts from west to east and north to south.
   - Graph or chart weather for a period of time.
     a) Write conclusion sentences. (Ex. Monday was the hottest day last week.)
     b) Write comparison sentences. (Ex. Monday was hotter than Tuesday.)

Level II.

8. Find a play or movie review in the entertainment section of the newspaper. Read, then circle all the facts and underline all the opinions.

9. Select a news article or an editorial which is controversial. After reading the article, list all the pros and cons. Write a paragraph stating which side you agree with and why.

10. In the sports section, find all the synonyms used in an article for "win" and "lose".

11. Use Sales ads (original price is given) to calculate percentage of savings.

12. Shop for a used car in the classified ads. (See Reference 11)
    See also I.10.D. PURCHASING A CAR.
    - Identify abbreviations.
    - List information needed to contact owner, etc.

13. Look through the job ads. Select a specific occupation (Ex. office work).
    - Find 3 jobs that offer the highest pay and 3 at the lowest pay.
    - Find 5 jobs you would not like.
    - Find 2 jobs you think you can do. List all information you can about the 2 jobs that appeal to you.
      a) salary
      b) hours
      c) benefits
      d) job description
      e) duties
      f) dress code
    - Make a list of abbreviations used in job ads. (See Reference 44)

14. Skim and scan the front page for people in the news. Find the name of an:

| | | |
|---|---|---|
| a) athlete | d) foreign dignitary | g) hero |
| b) entertainer | e) lawbreaker | h) prominent woman |
| c) politician | | |

15. Have FUN - Read the "Personals"!

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## J. CHILD CARE SERVICE

### Level I.

1. Discuss child care.
   Who uses child care services?
   When does one need these services?
   What situations require full-time child care? Which ones require part-time care?
   Who pays for child care?
   Is it tax deductible?
   How can one find good child care services?
   - o Write sentences about child care
   - o Find ads in local newspapers for child care services.

2. List types of Child Care facilities. Discuss characteristics, advantages, disadvantages of each.
   Licensed day care centers
   Registered (or licensed) family day care homes
   Approved nursery schools
   Head Start centers
   Approved programs for children with disabilities
   Licensed summer day camps
   Approved before-and-after school program in public and private schools.
   - o Write comparison/contrast sentences. (Ex. A licensed day care center is better than ___ because....)

3. Use the telephone directory to locate sources for day care: Local government listings, private schools, churches, etc.

### Level II.

4. Make a list of questions to ask about child care facilities and the types of services each offers. Include
   - . staff - qualifications and number per group of children
   - . building - location, facilities, safety provisions
   - . playground - toys, proper & safe equipment
   - . food - diet, nutritional quality
   - . hours - a.m., p.m.
   - . costs - fee vs. free services, payment schedule
   - . medical emergencies
   - . program and educational activities
   - . licensed/local government approved
   - . references

5. Have students write or call for the following 2 booklets.

   Code of Maryland Regulations for Group Day Care Centers, 10.05.01 Obtain from Dept. of Health & Mental Hygiene, Rockville, MD.

   Code of Maryland Regulations for Standards for Nonpublic Nursery Schools & Kindergartens, 13.09.01.02B Obtain from Dept. of Education - county office

   - Review letter and envelope format

### K. COMMUNITY SERVICE PROVIDERS

Level I & II.

1. Use the telephone directory to locate various local government agencies which provide services.
   - What private/non-profit organizations might you also look up? Churches, schools, etc.
   - Make a list of Hot Line Numbers to post near your phone.
2. Discuss other ways of obtaining information about community services.
   - Newspapers (local)
   - School bulletins
   - County "Service Information Directories"
   - Friends and relatives (references)
   - Local radio & television announcements
   - Library
3. See also: II. 5. Community Agencies & Services A - H
   III. 4. Health & Safety Procedures A - D

## II.6 LEISURE TIME

### A. RECREATIONAL FACILITIES

Level I.

1. List common recreational activities (Ex. sporting events, parks, playgrounds, school functions, church functions, concerts, and movies, etc.)
   - Compare and contrast the clothes you would wear to different recreational events. Write sentences.
   - Compare and contrast the costs of each event. Write sentences.
   - Decide if the activities are seasonal or year round
   - Discuss the equipment or items you need for a particular activity.
2. Find the listing for various recreational facilities in the telephone book. (pools, parks, recreation centers, bowling alleys, skating rinks, zoos, etc.)

- Pick one of the facilities and find it on the map.
- Identify methods of transportation.
  Example: car, bus, subway, etc.
- Identify the hours of operation.
- Plan a specific activity - When is the facility open?
  What is the cost of the activity?
  Who can participate?
  How can you get to the facility?
- Write a letter inviting a friend to participate in a recreational activity.

3. Obtain copies of applications for a hunting or fishing license.
   - Discuss vocabulary on hunting or fishing license application.
   - List the requirements to get a license.
   - Fill out the application forms.
   - Compute the cost. Find the cost for 2 or 3 licenses, etc..
   - See also II.5.H Permits & Licenses

Level II.

4. Utilizing recreational brochures, calculate costs of admission to a leisure activity.
   - Discuss various admission prices - ages of participants, seasonal rates, etc.
   - Compute related taxes on admission prices.
   - Calculate costs of snacks, games, souvenirs, etc.

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## B. TELEVISION AND THEATER

Level I.

1. Discuss T.V. related vocabulary: soap opera, drama, sit-com (comedy) rerun, host, miniseries, cable, channel HBO, VCR, etc.
   - Use T.V. listings (See Reference 29) to find and categorize shows by type, length of time, and channel.

     Ex.:

     | a) Type | b) Length of Time | c) Channel |
     |---|---|---|
     | comedy | 1/2 hr. show | ABC |
     | sports | 1 hr. show | NBC |
     | drama | 2 hr. show | CBS |
     | children's | | HBO |
     | game,etc. | | |

   - Plan your T.V. viewing time for 1 week. (Make a chart) (See Reference 29)
     a) Select the programs you want to watch each day. Record the length of time the program runs.
     b) Add up the total viewing time at week's end.
     c) Find the average daily viewing time.
     d) Determine if you want to spend more or less time watching T.V. If less, decide which shows might be eliminated. Why?

2. List and discuss movie ratings: PG, G, PG-13, R.
   - Examine the movie section of the newspaper. Find and circle an example of each of these ratings.
   - Record from the movie section the names, locations, starting times, ratings, and costs of 3 different movies.
   - Compute the costs of treating your family or friend to a movie.

a) Consider the discount prices of afternoon matinee showings versus evening showings.
b) Include the price of tickets, popcorn, drinks, candy, etc.
c) Consider different size families: 2 adults, 2 children
3 adults, 5 children, etc

3. Plan a trip to the theater considering cost, dress attire, directions, seat selection, etc.

4. Collect different critics' reviews on plays, T.V. shows, or movies.
   - o Discuss fact and opinion used in the reviews.
   - o Compare and contrast the reviews - conclude whether the play, T.V. show, or movie is worth viewing.
   - o Write a review about a recently viewed movie, play, or T.V. show.

5. Discuss renting movies. (Erols, etc.)
   - o List movie categories - Ex. drama, comedy, adventure, mystery, western, science fiction, children, educational.
   - o Compare/contrast membership requirements.
     a) Does it pay to belong to a club?
     b) How do the advertisements induce you to join?
   - o Compare the cost of renting a movie versus going to the theater.
   - o Compare the cost of yearly membership versus life-time membership.
   - o What additional costs might be invloved if you purchase snack food at the theater?
   - o Compare cost of renting video versus buying video.
   - o Compare cost of renting a VCR machine versus buying a VCR.

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## C. VACATIONS

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Level I.

1. Call travel agents and ask for information about vacations. Collect brochures.
   - o List tasks necessary in preparing for a vacation: items to take, stopping mail and papers, food, maps, reservations, pets to be cared for, etc.
   - o Identify points of interest to be visited during the vacation. Find the points of interest on a map.
   - o Plan a budget for the trip.
   - o Compute mileage for the trip.

2. Use a road map to design a travel plan or route.
   - o Match map symbols with their meanings.
   - o Identify types of highways.
   - o Identify abbreviations used: states, cities, rivers, lakes, etc.
   - o Locate the fastest versus scenic routes from one point to another on a map.
   - o Select motels/hotels/camp sites along the way.
   - o Develop an itinerary. (time frame)
   - o Write a letter to a friend describing an upcoming trip.
   - o See also I.10.D MAPS

3. Discuss a camping vacation.
   - o Obtain information for various camp sites
   - o List services available at each location: hot showers, recreational facilities, electrical hook-up, etc.
   - o Compare fees charged at different sites.
   - o Discuss making a reservation at a site as opposed to just arriving at a site without a reservation.

Level II.

4. Review various travel brochures.
   - o Distinguish between fact and opinion. (list each)
   - o Identify the persuasive adjectives, phrases, and sentences used.
   - o Identify conditions of the trip as presented in the brochure.
   - o Write a paragraph convincing someone that the destination is worth visiting.

5. Compare and compute different hotel/motel costs.
   - o Call several national chains (Holiday Inn, Sheraton, Days Inn) asking for information about prices.
   - o Define terms such as: vacancy, schedule, rental, passports, visa, itinerary, American/European plan, etc.
   - o Compute and compare the cost of vacation using hotel/motels versus camping.
   - o Scan the newspaper for hotel ads offering special rates. Identify the limitations.

6. Use transportation rate schedules to compare and contrast differences in travel by car, bus, plane, or train.
   - o Show the cost differences among the various modes of transportation.
   - o Compare the time involved using different transportation modes
   - o Compute money saved by using discount plans such as group travel, charter, super-saver, tour package, senior citizen discount.
   - o Select a destination and compare rates using three modes of transportation.

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## D. RESTAURANTS

Level I.

1. Have students examine restaurant menus. (Many local restaurants will donate for class use.) (See Reference 33; See also Reference 6)
   - o Define and list menu related vocabulary. (Ex: desserts, beverages, a la carte, serving, entree, etc.)
   - o Categorize foods under larger food groups: Ex: main course, beverage, appetizer, dessert, etc.
   - o Select a meal and compute the total cost. Discuss tipping (standard 15 per cent) and tax.
   - o Given a fixed amount of money, select a meal.

2. Use the yellow pages of the telephone book to locate the restaurant section. Find the names, numbers, and location of several restaurants in your town or close by.

- Discuss how the ads attract your attention. List adjectives used. List adverbs used, etc.
- List several types of restaurants found in the phone book.
  Ex: fast food, "sit down", ethnic, carry out, etc.
  Discuss types of food served at each.

3. Discuss restaurant etiquette. (Ex: silverware usage, dress, tipping, sending back unsatisfactory food, etc.)

Level II.

4. Consider various restaurant factors:
   - If a restaurant does not list a speciality (Chinese, Italian, etc.), what type of food might it serve?
   - Do a restaurant's hours give a clue to the type of restaurant it is? (Ex: One open all day will probably be cheaper than one open only in the evening.)
   - Which restaurants accept cash or credit cards for bill payment? Which only accept cash?
   - What is a senior citizen discount?
   - How can you complain effectively?

5. Write out directions from your home to a favorite restaurant.

6. Identify the nutritional pros and cons of foods offered at different types of restaurants. (Ex. fast food, Chinese, Italian, seafood, Discuss fats, calories, sugar, etc.)

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## E. LIBRARY

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See II.5.G.

# III. HEALTH

## III.1 MEDICAL ASSISTANCE

### A. SYMPTOMS

Level I.

1. Define "symptom". List the symptoms you might have if you are not feeling well. Ex. headache, fever, rash, sore throat, achiness, pain, chills, dizziness, bleeding, earache.
   - o Discuss degrees of severity of each of these symptoms. When might home remedies work? When should you call a doctor?
   - o Write "if" sentences using these words. (Ex. If you have a headache, you.....)

2. Discuss normal body temperature (98.6°F)
   - o Practice reading a thermometer. (See Reference 34; See also D. Temperature)
   - o Select a variety of fever temperatures, calculate the number of degrees above normal (Practice subtraction of decimals)

3. List questions a doctor might ask you about your symptoms.
   Ex. How high is your fever? How long have you been dizzy?

4. Keep a diary for yourself, or someone in your family, of a recurring symptom. Ex. headache, backache, dizziness, nausea, etc.
   Include: Date and day of week
   Time of occurrence
   Place of occurrence
   Description of symptom
   Severity of pain
   Foods, beverages, medications taken prior to onset
   Duration
   Relief factors

Level II.

5. Discuss health problems that require professional medical assistance.
   - o List the symptoms for these problems.
   - o Discuss at what point to call the doctor. Ex. How long symptoms last, how severe, etc.?

6. Read medical pamphlets from doctors' offices, pharmacies, and drug counters of grocery stores. (See COMMUNITY MATERIALS LISTINGS)
   - o Select one health problem.
   - o Identify health symptoms calling for medical assistance.
   - o Find 5 facts about the health problem.

## B. MEDICAL APPOINTMENTS

Level I.

1. Generate a list of words you might see in a clinic, hospital, dental, or doctor's office.
    - Hospital
    - Clinic
    - This way
    - X-Ray
    - Exit
    - Enter
    - Emergency
    - Lab
    - Elevator
    - 211-240
    - 100-200
    - up down
    - Do Not enter
    - Waiting room
    - Nurses' Station
    - Men
    - Women
    - Intensive Care
    - Maternity
    - Pediatrics

2. Show how room numbers are generally listed.
   Ex. Which way would you probably turn? Fill in the correct blank.

| | 210-260 | 260-290 |
|---|---|---|
| 1. 215 - | left | ____ |
| 2. 289 | ____ | right |
| 3. 273 | ____ | right |

3. Use a phone directory to locate appropriate places to get medical assistance.
    - o Use the white pages and the yellow pages to find a doctor or clinic. (See II. I. A. Telephone Directory)
    - o Write the pertinent information from several listings. (Ex. Name, phone, address, specialty)

4. List information to give when calling to make a doctor's appointment:
   Ex. your name, phone number, reason for appointment, etc..
    - o Make a list of questions to ask about the services (Ex. hours of operation, services offered, fees, type of payment, etc.)

Level II.

5. List ways to find a new doctor. Ex. Ask the hospital, call the city or state medical societies, medical schools, ask friends, neighbors, or relatives.
    - o Make a list of questions to ask about the doctor.
      Ex. How long do you have to wait for an appointment?
      How long do you have to wait in the office?
      Is the doctor easy to talk to?
      Does the doctor explain what the medical terms mean?
      How long has the doctor been in practice?
      What is the doctor's specialty?
    - o Write a paragraph describing the qualities you look for in a doctor.

6. Discuss the fact that many doctors are specialists and what that means.
    - o Make a list of various specialties. (Use the telephone book as a reference)
    - o Make columns and match the type of doctor to the part of the body, specialty, or age group, that he/she treats.

| | | |
|---|---|---|
| Ex. | Pediatrician | x-rays |
| | cardiologist | children |
| | radiologist | heart |

- Categorize as many of medical specialists as possible according to the suffixes - ist, - ian, and er. (Use the telephone book as a Reference)
- Discuss the reasons doctors specialize and write a paragraph about the advantages or disadvantages of seeing a general practitioner (family doctor); a specialist.

# III.2 MEDICAL AND DENTAL FORMS

## A. HISTORY FORMS

Level I.

1. Discuss the term "medical history".
   - How important is it?
   - What information should be included?

2. Brainstorm a list of questions usually found on medical and/or dental forms.

3. Obtain sample medical and/or dental forms. (See Reference 35)
   - Define words that are difficult or new.
   - Write a sentence about yourself using each medical word. Ex. Last year I had a shot.
   - Emphasize rewriting the sentences to be very specific. Ex. Last June I had a cortisone shot for my elbow.

4. Fill out a sample medical form. Stress good handwriting, correct abbreviation, and capitalization; specific information. (See Reference 35)

Level II.

5. Generate a list of common diseases and illnesses.
   - Discuss the difference between contagious and heredity.
   - Classify them by contagious, heredity or unknown. (Point out that some diseases could be in more than one category)

Ex:

| Contagious | Heredity (Family Pre disposition) | Unknown |
|---|---|---|
| Flu | Diabetes | Cancer |
| Cold | Heart Disease | Gum disease |
| Chicken Pox | Alcoholism | |
| AIDS | Cancer | |

   - Discuss the importance of knowing the family medical history.

## B. IMMUNIZATION FORMS

Level I.

1. Define immunization.
   - Identify typical immunizations: polio, TB, Diphtheria, Smallpox, Measles, Mumps.
   - Discuss methods of immunization (shot, oral serum).
   - Discuss frequency of shots.

  - Discuss the advantages/necessity of immunization.
  - Conclude what could happen if you or your child weren't immunized. Discuss what could happen if many people didn't get immunized. Write conclusion sentences.

2. Create an immunization history for you or a member of your family.

Level II.

3. Find out the state requirements for immunization. (Obtain information from a health department, pediatrician, or school nurse)
   - Write a paragraph on the advantages or disadvantages of having uniform standards for immunization that everyone must follow.

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### C. INSURANCE FORMS

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Level I & II.

1. Define insurance and discuss the need for health insurance.
   - Can everyone who wants insurance get it?
   - Why are some people turned down for insurance? (Ex. health problems, etc.)

2. List the different kinds of health insurance.
   - Discuss how insurance plans/companies are chosen.
   - Discuss who pays the premiums.
   - List a weekly or monthly premium on the board. Figure the rates for a year.

3. Discuss the necessary personal and family information needed for an insurance form. Create a personal list of information.

4. Practice filling out insurance forms.

5. Write a paragraph discussing the advantages of health insurance: disadvantages.
   - Discuss/write why you think everyone in the country should or should not be entitled to health coverage.

## III.3 MEDICATIONS

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### A. IDENTIFICATION

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Level I.

1. Compare and contrast prescription drugs vs. over-the-counter (OTC) medications. (Pick up free pamphlets from local pharmacy counters)
   - Classify familiar medications according to these categories (on the board).

2. Make a list of medications that should be in your home medicine cabinet. Ex. aspirin, non-aspirin pain medicine, alcohol, boric acid, etc.
   *NOTE: Excellent material source -Clovis, Buying & Using Medicine, II.H.5.
   - Write sentences telling how they are used.
   - Tabulate how many students have each medication at home. Make a bar graph to show the results.

3. Formulate a list of questions to ask a doctor when he gives you a prescription drug. (Ex. side effects, inter-action w/other drugs, allergies, how long to take, how often?, etc.)

4. Define the term "generic". Discuss brand name drugs vs. generic drugs.
   - Compare/contrast the costs of several common medications.
   - Subtract to find the savings on 1 drug: Add to find the total savings. Divide to find the average saved.

5. Discuss medication instructions and schedules. (See Reference 36)
   - Stress the importance of writing down doctor's instructions.
   - Set up a daily time chart for keeping track of medications and times they should be taken.
   - Read the instructions on medication labels.
   - See also B. LABELS

6. Identify the differences among the following pill forms: capsule, tablet, caplet, coated pill, un-coated pill, etc.

7. Make a list of safety tips and rules for children concerning drug use and storage.
   - Stress proper dosages for small children.
   - Stress safety around children.
   - Discuss: Should you give aspirin to a child who has a fever?

### Level II.

8. Using the dictionary, define "antibiotics".
   - Define anti - Identify other words that start with anti -
   - When are antibiotics used?
   - Identify some common antibiotics (penicillin, tetracycline, erythromycin)

9. Use the following questions for oral or written discussion:
   - Are over-the-counter drugs as effective as prescription drugs?
   - Can you use leftover medication if the health problem returns?
   - Is it safe to take medication during pregnancy?
   - Is it all right to drink alcoholic beverages while taking medication?
   - What does an expiration date on a bottle of medicine mean?

## B. LABELS

### Level I.

1. List unknown vocabulary from 2 or 3 medicine labels. (See Reference 36)
   - Use vocabulary to develop word patterns, add endings, etc.
   - Categorize words used.
     a) Which words are medicine words?
     b) Which words are peoples names?
     c) Which words are direction words?
     d) Which words are warning words?

Level II.

2. List all the information that is contained on medicine labels (both prescription and non-prescriptions). (See Reference 36)
   Include the following:
   - product use
   - dosage (directions)
   - formula (ingredients)
   - warnings
   - drug interaction precaution
   - storage
   - dating

3. Write a paragraph on why it is important to read medicine labels carefully. Possible topic - "Listen to your Labels."

4. Have students make computations of the amount of pills or medicine to be taken over a specific time period. (Ex. 3 pills/day for 8 weeks = 168 pills total, 3x7=21x8=168).

5. Have students figure out the intervals between pill or medication doses (Ex. 4 times daily - How will you space them?)

6. Bring in a bottle of vitamins or vitamin supplements.
   - List the ingredients and amounts (percentages) on board.
   - Discuss and list natural sources of these vitamins and minerals (other than pills). Ex. Iron - red meat.

## C. DIFFERENT TYPES

Level I.

1. Have students generate a list of different reasons one might take a medication. Include the following:
   Medicine to make you well or relieve pain, (antibiotics and (OTC)).
   Medicine to prevent you from becoming sick (vitamins, immunization shots, etc.)
   Medicine taken for long-term physical problems (blood pressure, diabetes, allergy, cancer, etc.).
   Medicine taken for emotional disorders - (tranquilizers, etc.).
   Medicine for self-help (diet pills).
   - Tabulate the number of students who use each type of medication.
   - Make a bar graph to show results.

2. See also - A. Identification of Medications

Level II.

3. Write a short essay on what might be done to help a person who has become dependent on medication (prescription or non-prescription).

4. Discuss or write a paragraph about these questions:
   - Will you get well twice as fast if you double the dosage?
   - What will happen if you skip the doses or discontinue the medication?

# III.4 HEALTH AND SAFETY PROCEDURES

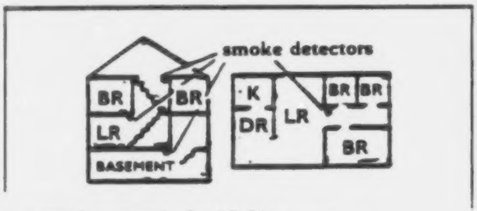
## A. WARNINGS

Level I. & II.

1. Develop a list of warning words: danger, poison, warning, caution, harmful, fatal, avoid, contact, keep out, keep away, keep tightly closed, keep refrigerated, external use, use only as directed, do not exceed, etc.

2. List the places where health and safety warning signs would be seen and match the warning words to places used: medicine and drug labels, household cleaning supplies, flammable products (gasoline, kerosene, etc. clothing, etc.) appliances, paint and varnish containers, children toys and car seats, fire extinguisher and smoke alarms, cigarette packages, near high power sources (electric fuse box, etc.)
   - o Discuss why warnings are placed on products.
   - o Read the Surgeon General's warning on the side of a cigarette package.
     - a) Discuss what specific health problems might arise from excessive smoking. Ex: cancers, heart disease, emphysema, etc. 0
     - b) Do a classroom survey of smokers and non-smokers. Make a graph to show number of years smoked; to depict smokers versus non smokers.
   - o List some symbols that depict a warning: (skull and cross bones, an X on a picture, etc.)

3. Discuss the use of smoke/fire detectors.
   - o Identify the different kinds (heat sensitive, smoke sensitive).
   - o Identify where detectors should be placed in the home for maximum effectiveness. Make a floor plan of an apartment or home and picture possible locations of fire detectors.
   - o Compare 2 or more brands of detectors (costs, effectiveness, ratings, etc.)
   - o Have 1 or 2 students obtain literature from the local fire department on fire detectors.
   - o Obtain information from city hall/or county seat building on inspection codes and the law requiring smoke detectors in apartments and homes.(older homes at sale time, etc.) Read and discuss these laws.



4. See also III. 3. B. Medicine Labels & III. 4. B. Accident Prevention

## B. ACCIDENT PREVENTION

(See Also A. WARNINGS & C. FIRST AID)

Level I.

1. Discuss safety precautions which can be easily implemented. (Ex. seat belts, smoke detectors, fire escape plan, etc.)

2. Develop personal safety plans.
   - Make scale (small/rough) drawings of apartment or house floor plan; then use to trace a fire escape route.
     - a) List proper sequence of actions to take in escaping from a burning building (Ex. stay close to floor, feel doors for heat before opening, etc.).
     - b) Identify proper locations of safety devices such as escape ladders, detectors, child in room symbol (sticker), etc.
   - Obtain information about after school safety programs such as Helping Hands, etc.

3. List potentially dangerous household substances.
   - Alphabetize the list.
   - Check dictionary for correct spellings.
   - Write the trade name and common name for each substance.
   - List locations in the home for safe storage of dangerous substances.
   - Identify appropriate locations where 'baby locks should be installed.
   - Obtain from Giant Food the pamphlet "Poison Proof Your Home". Read and complete the checklist.

4. Introduce the "Mr. Yuk" poison identification system and discuss proper places to put "Mr. Yuk" stickers.

Level II.

5. Read for precautionary information in small appliance owner's manuals.
   - Identify "inappropriate use" situations (Ex. hairdryers in the bathtub, etc.)
   - List common precautions with use of electrical appliances.

6. Find 1 or more newspaper articles involving "preventable" accidents. Discuss how these situations could have been avoided.

7. Write 1 or 2 paragraphs on the topic: "An Ounce of Prevention is Worth a Pound of Cure".

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## C. FIRST AID

Level I.

1. Discuss what is meant by "first aid" and when it might be required (emergency or life-threatening situations which require prompt action). List some of these situations, especially in regard to children (high fever, irregular breathing, severe bleeding, etc.)
2. Develop a sequential list of steps to be taken in an emergency.
   - Check breathing. (Start CPR if you have knowledge of it.)
   - Stem flow of excessive bleeding. (apply pressure--not tourniquet)
   - Call 911 for help or send someone to do it.
   - Give exact information to 911 operator - name, location, phone number, condition and symptoms of injured person. Do not hang up. Ask for advice on what to do until medical help arrives.
   - If it is a poison situation, have bottle or label ready with proper information for emergency team or doctor.

3. If students live in a major metropolitan area, have them locate the first aid information in the front of the Yellow Pages of the phone book. Read and discuss.

Level II.

4. Obtain copies of pamphlet "First Aid Facts" (free from People's Drug).
    - Find 5 important first aid facts.
    - Assign a first-aid topic. Read about the topic and summarize either orally or in writing.

5. Write about a personal experience with an emergency situation. What was done to help? Was it helpful? What should have been done that wasn't?

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## D. DRUGS, TOBACCO, ALCOHOL

Level I.

1. Define the term "drug".
    - List common forms that drugs come in: pills, liquids, powders, alcohol, nicotine in tobacco, and caffeine (found in coffee, tea, cocoa, and cola drinks).
    - Discuss: Two people may have very different reactions to the same drug. Never try one because it had no "bad effect" on another person.

2. Compare/contrast the terms "drug use", "drug misuse" and "drug abuse".

3. Collect news articles from paper or magazines that are related to the use of alcohol, tobacco, and drugs (helpful use, illegal use, or misuse).
    - Read articles (or parts of articles) and make a list of the kinds of drugs, alcohol, or tobacco referred to.
    - List the positive aspects of each listed drug;, then the negative aspects of each.
    - Discuss the legality and illegality of the substances on the list. How does this effect the control of each?

4. Identify signs of drug abuse (Ex. change in behavior, needs a lot of money, grades drop, etc.). Take each phrase and write a complete "If" sentences.

5. Use the local phone books to find the numbers and addresses of drug and alcohol treatment centers (AA, Clinics, Hotlines). Are there also special clinics or classes offered to help people stop smoking?

Level II.

6. Obtain literature on drugs, tobacco, and alcohol from the local Health Department, local pharmacy, or educational institution. (See COMMUNITY MATERIALS LISTINGS)
    - Read different pamphlets and summarize the information orally or in writing. Find the main idea.
    - Introduce, define, and study related vocabulary. (Ex. antibiotics, stimulants, depressants, opiates, narcotics, etc.)

- Categorize different drugs under such headings as below:

| Opiates | Depressants |
|---|---|
| opium | Tranquilizers (Valium, etc.) |
| morphine | |
| codeine | |
| methadone | |
| heroin | |

7. Write 1 or 2 paragraphs on why teenagers and young adults might become drug users.

8. Study facts and figures on alcohol-related car accidents and fatalities. (pamphlets from MADD, SADD, police dept., AA)
   - Make a chart or graph using fatality figures.
   - Graph statistics relating accidents and specific age groups.
   - Write a paragraph to explain the correlation of age groups and accidents. What could be done to lower the number of accidents?

9. Read information on the effects of smoking cigars, cigarettes, pipes, chewing tobacco, snuff. (pamphlets from American Lung Association, Heart Association, etc.) (See COMMUNITY MATERIALS LISTINGS)
   - List all major diseases where smoking might be a contributing factor. (See III.4.A. Warnings)
   - List other effects which can result from smoking: (Ex. bad breath, stained teeth, tooth loss, excess saliva, air pollution, etc.)
   - Write a paragraph about the dangers of smoking.
   - Identify some affects of "second-hand" smoking.
   - Discuss how smoking effects pregnancy.
   - Calculate the cost of smoking 1 pack, 2 packs, 3 packs, etc. for a month, a year, 10 years.

# III.5 HEALTH MAINTENANCE

## A. NUTRITIONAL INFORMATION

Level I.

1. Secure charts that illustrate the four basic food groups and their major nutrients. (See Reference 37)
   - Identify the four basic food groups.
   - Categorize foods according to the four basic food groups by using pictures from magazines, menus, food ads, food labels, etc.
   - List daily requirements in the four basic food groups. Discuss how they relate to a balanced diet.
   - Choose foods from the four food groups. Create a nutritional menu for one day.

2. Bring in labels from food packages and cans.
   - Discuss words on labels that match food restrictions.
     Ex:
     a) to reduce salt (low salt, no salt, no sodium, low sodium)
     b) to reduce sugar (lite, unsweetened, natural juices, Nutrisweet)
     c) to reduce fats (lean, trim, unsaturated, cholesterol free)

- Examine a label to find the nutrients in the product. List the percentages in order from greatest to least. Consider:

| | |
|---|---|
| a) calories | e) proteins |
| b) carbohydrates | f) vitamins |
| c) fats | g) water |
| d) minerals | |

Level II.

3. "What Does a Nutrition Label Look Like?" (See Reference 38).
   - Make a list of information that must be included and information that may be included on a label.
   - Compare and contrast labels for similar products.
     - a) List what is different about the two labels.
     - b) Write sentences using quantity words: more, less, none, all, etc.
       Ex: Margarine A has more____than Margarine B.
   - Compare and contrast two cereal labels.
     - a) Explain the concept of ingredients listed by amount.
     - b) List reasons why Cereal 2 might be better for you than Cereal 1, vice versa.
     - c) Is the largest box the best value for your money?
       Solve: Give 2 reasons why or why not.
   - Read about food flavoring and colorings. Make a list of foods that add colors. (Ex. jello, red cherries, ice cream, etc.)

4. Contrast food myths and food facts.

   Ex.
   Fact: Potatoes are carbohydrates that burn fats.
   Myth: Potatoes make you fat.
   - Scan the food section of the newspaper for articles about nutrition.
     - a) List the important points
     - b) Classify as to fact or opinion.
     - c) Select "fact statements" and change them to "opinion statements".
       Ex: Vitamins are nutrients your body gets from food
       to
       It is better to get vitamins from food rather than from pills.

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## B. BALANCED DIET

Level I & II.

1. Figure out a balanced diet for a family. (See Reference 37)
   - For a day; A week
   - Compute calories consumed
     - a) Review whole number addition
     - b) Practice estimation
   - Discuss the term "minimum daily requirement.
   - List alternatives to reduce fat, salt, or calories consumed.
   - See A. NUTRITIONAL INFORMATION

2. Discuss dietary needs for the control and prevention of diseases such as: heart problems, high blood pressure, and cancer. (see Community Materials listing for possible free reference material)

- Create a list of good and bad foods related to each list.
- Write cause and effect sentences utilizing "good" and "bad" food lists.
  Ex. Potato chips are bad for ____ because _____.
- Practice writing compound subjects utilizing "good" and "bad" lists.
  Ex. Broccoli, spinach, and kale provide iron.

3. Using a weekly food ad from the newspaper, create a day's menu (or 2 day, 3 day, etc.) using the four food groups. When planning a balanced diet, consider food variety and nutritional value.

4. Discuss dietary guidelines:
   - Eat a variety of foods daily from the 4 major food groups.
   - Consider a good balance between calories taken in and calories that are expended through exercise and normal activities in order to maintain ideal weight.
   - Avoid too much fat, saturated fat and cholesterol.
   - Eat foods with adequate starch and fiber.
   - Avoid too much sugar and salt.
   - If you drink alcohol, do so in moderation.
     a) Create mottos for each of the guidelines.
     b) List 10 of your favorite foods and evaluate them according to the above dietary guidelines. Identify a more healthful food substitute for foods. (Ex. - broil chicken rather than fry chicken - low fat frozen yogurt rather than chocolate ice cream).

5. Compare and contrast favorite foods with more healthful substitutes. Write comparison/contrast sentences. Ex. "____ is better for you than____".
6. Discuss what a "junk food" is and why it is called a junk food.
   - List 10 junk foods
   - Compare junk foods to more nutritious foods (Example: potato chips versus fruit, soda pop versus juices)

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## C. FOOD STORAGE

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Level I.

1. Discuss food storage and its importance as a good health practice. Include: in transportation from the warehouse to the supermarket; at the supermarket; at home after purchase; at home after cooked.
   - Use prepositions in sentences to show storage locations.
     Ex. The food is on the grocery shelf.
     Put the meat in the freezer.
   - Write compound subjects and/or compound sentences. Ex. Milk, eggs, and butter should be refrigerated; but flour should not.

2. Bring in food labels or containers. Find words on the labels that tell how to store the foods. Ex. Room temperature, refrigerate, refrigerate after opening, freeze, do not refreeze, shelf life, minimum temperature, keep in a cool, dry place, perishable.
   - Match categories of foods to storage clues.

| Ex: | | |
|---|---|---|
| | poultry | do not refreeze |
| | vegetables | perishable |
| | mayonnaise | refrigerate after opening |

- Identify and list the types of food products which are the most critical in terms of proper storage. Ex. Milk products, seafood, poultry, meats, etc.

3. Use a food storage chart (See Reference 39) to identify refrigerator and freezer life of food products.
    - Review time measurement.
    - Practice whole number computation by converting freezer months to days. (Ex: Whole chicken, can be frozen for 12 months or 365 days, cut-up turkeys can be frozen for 6 months or 180 days.)
    - List in sequential order from shortest storage life to longest storage life for different products: meat, poultry, etc.

4. Study sample food wrappers to determine the expiration or "sell by" dates. Discuss terms that might appear on the labels (Ex. Use by, Do not sell after, Last sale dates)
    - Practice writing the dates different ways. Ex. 1-5-89 = January 5, 1989 = Jan. 5, 1989
    - Using label dates, calculate, the last usable date. Ex: If product is good for 7 days after the wrapper date, what date will this be?

Level II.

5. Make a list of storage tips to post in your kitchen at home. Include:
    - Refrigerate perishable foods as quickly as possible.
    - After cooking, refrigerate or freeze leftover food immediately.
    - Store food in the freezer or refrigerator in shallow containers.
    - Don't let perishable foods remain out of the refrigerator for more than 2 hours.

6. Provide critical thinking questions for oral or written discussion, such as:
    - How can you tell if food is spoiled?
    - What should you do if you think food is spoiled?
    - What happens when food is stored improperly?
    - If a power failure happens and the refrigerator has been off for 12 hours, what should you do?

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## D. DENTAL HEALTH PRACTICE

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Level I.

1. Discuss the meaning of good dental health practice.
    - How often should one go to the dentist?
    - How does good nutrition impact on dental health?
    - How does one pick a dentist?
        a) Write a list of qualifications to look for in selecting a dentist.
        b) List questions to ask a dentist?
        c) Are there any free dental clinics in your community?
        d) List these and locate them on a local map. Find the telephone number in the telephone book.
    - Identify local clinics which provide dental services.

2. Make a chart on the board listing the effects of good versus bad dental health practices.

| Ex. | Good | Bad |
|---|---|---|
| | Healthy gums | bleeding gums |
| | no mouth odor | germs |
| | white teeth | cavities |
| | less decay | bad breath |

Level II.

3. Generate a list of possible reasons why people put off going to a dentist. (Ex. fear, expense, too busy)
   - o Use the reasons to write sentences with dependent clauses (Ex. Because of fear, I do not go to the dentist.)
   - o Use the sentences to write a paragraph about why people don't go to the dentist.
   - o Write sentences or paragraphs expressing your opinion about dental practices. Support your opinion with 3 reasons or facts.

4. Compile a list of dental problems people may have. (Ex. cavities, bridges, broken teeth)

5. Compare different fees for dental services. (Ex. regular check-ups and cleaning, X-rays)
   - o Call dentists to inquire about fee schedules.
   - o Compute the differences in charges.
   - o Calculate what dental insurance may pay to offset the costs. (Ex. If policy covers 80% after you meet the $100. deductible for the family, figure the cost of different services?)

6. Write a paragraph supporting this statement: Preventive tooth care is important to good dental health and can save you money and pain.
   - o Write a main idea sentence
   - o Include 3 opinions and 3 facts.

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## E. CLEANLINESS

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Level I & II.

1. Introduce the topic of "cleanliness in the home".
   - o List for clean. (Ex: free from dirt, sanitary, fresh, etc.)
   - o Define "neat". List synonyms for neat. (Ex. tidy, orderly, etc.)
   - o Compare/contrast terms: When is a home neat but not clean?
     When is a home clean, but not neat?
     Which is more important for health?
     - a) Write 2 or 3 sentences explaining one of the above comparisons.
   - o Discuss which areas of a home require the most cleaning? (Ex: kitchen & bathroom) Write 2 sentences explaining why.

2. Make a list of general cleaning supplies (Ex. ammonia, cleansers, soap, detergents, bleach, etc.)
   - Alphabetize the list
   - Match the brand name products to each type of cleaning supply (Ex. cleanser - Comet, etc.)
     a) Circle all the capital letters. Discuss the rule of capitalization of brand names, etc.
     b) Write sentences that use a combination of brand names and products.
        Ex: I always buy Pillsbury flour.
        Do you drink Diet Rite cola?
        Mary uses Clorox bleach.

3. Name and list methods of proper storage for various cleaning products. (Ex. use baby locks, keep in high places, away from heat, etc.)
4. Write 2 or 3 cause and effect sentences expressing problems of keeping a home clean.
   Ex: If you do not clean a shower, mold and mildew will form.
   If you do not use soap and hot water to wash dishes, you may get food poisoning.

5. Examine magazine ads for health products to personal health habits.
   Ex: deodorant, soaps, toothpaste, mouth wash, etc.
   - Write all the phrases and words used by advertisers to describe "clean" and/or "healthy"
   - Give reasons why a certain brand name might have been created for a product.
     a) What does ZEST soap do? What does zest mean?
     b) Why SECRET deodorant?
        1) Point out the inferences in advertising
        2) Does advertising as a whole increase awareness of health and cleanliness? Write 2 or 3 sentences explaining why.

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## F. FAMILY PLANNING

Level I & II.

1. Identify local public and private agencies and organizations which provide parenting and family planning services.
   - Locate the phone numbers and addresses of 2 or 3 agencies in the telephone book.
   - Review the use of the "blue pages" (government lists) or "yellow pages" (topical listings). Possible headings to look under include:
     a) Health
     b) Family planning
     c) Community health and child care
     d) Maternity
     e) Clinics
     f) Hospital programs

2. Collect information pamphlets from various health agencies. (See COMMUNITY MATERIALS LISTINGS)
   - Read for factual detail.
   - Write sentences or a paragraph summarizing information.
   - List the most important fact (main idea)

## G. PARENTING

Level I & II.

1. Generate a list of basic needs of children. (Ex: food, clothing, safety, supervision, home, school, etc.)
   - o Categorize the needs into 3 groups

     Physical Needs    Emotional Needs    Social Needs

   - o Prioritize the list from most important to least important; from easiest to satisfy to most difficult to satisfy.
   - o Write cloze sentences.
     Ex. _____ and ______ are social needs.
     - a) Write compound sentences. Ex. ___ is a social need and ___ is a physical need.
     - b) Practice writing "is" and "are" sentences.
       Example: ___ is a physical need
       ___ is a physical need
       ___ and ___ are physical needs.
   - o Write conclusion sentences.
     Ex. Children need food because ______.

2. Determine the cost of fulfilling various physical needs. (Ex. Diapers, formula, clothes)
   - o Keep a record of costs for a week. Find the total. Multiply to find the cost for a year.

3. Define hidden costs.
   - o Discuss other costs involved in caring for a child. (Ex. doctors' bills, birthday parties, school field trips, etc.)

4. Plan a budget for a college education. Compute how much money would be saved at $5 a week for 18 years.

5. Brainstorm a list of influences that can interfere with child rearing.
   Ex:
   drugs
   divorce
   permissiveness
   crime and violence
   2 parents working
   breakdown of traditional values
   decline of religion
   television
   peer pressure
   - a) Conduct a class survey to rate the problems from greatest to least.
   - b) Make a bar graph to show the results. Find the percentage for each influence and put the results on a circle graph.

5. List desired character traits in children.
   Ex:
   - good manners
   - responsibility
   - independence
   - respect for elders
   - good judgement
   - ability to get along with other children
   - neatness and cleanliness
   - good study habits

   a) Take a class survey about the importance of each trait. Show preference by rating
      - 3 very important
      - 2 important
      - 1 not important

   b) Make a chart of the results.
   c) Write a paragraph explaining why certain traits are important.
   d) Identify one method or technique to develop specific traits. Present each as cause and effect. Ex: If a child is required to study one hour each night, he will develop good study habits.

6. Make a list of local agencies and organizations which give parenting advice.
   - Locate the numbers of these agencies in a telephone book.
   - Locate the address of these agencies on a local map.
   - Match parenting needs with available support organizations.
   - Locate parenting classes in your local Adult Education Bulletin.

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## H. MENTAL WELL-BEING PRACTICES

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Level II.

1. Contrast the meaning of "mental health" and "physical health".
   - Make a list of words associated with "mental" health; with "physical" health.
   - Use a phone book, to list the types of doctors, agencies, etc., one would go to for mental health care; physical health care.

2. Clarify the meaning of "positive self-image"
   - Make a list of synonyms for "positive;" for "self-image"
   - Write "might" sentences about positive self-image.
     Ex: Someone with a positive self-image might be very self confident (clarify the necessity for using words like "might" and "probably" vs. the absolute words of "is", "are")
   - Make a list or collect pictures of people thought to have positive self-images.
     a) Write "because" sentences about individuals listed.
        Ex: Because Cher has a positive self-image, she is not afraid to dress in wild clothing.
        or
        I think Cher has a positive self-image because....

     b) Review capitalization rules for writing proper names of individuals.

3. Explore the relationship of "stress" to mental health.
   - o List common stressful or anxiety producing situations facing individuals.

     Ex: Loss of job
     Separation/Divorce
     Death of family member
     Sitting in traffic
     Illness
     Problems w/children, etc.

   - o List common effects of stressful or anxiety producing situation on one's health.

     Ex: stomach problems,
     back problems,
     heart attacks,
     withdrawal,
     depression
     alcoholism & drug abuse
   - o Write cause and effect sentences. Select a cause (sitting in traffic) and an effect (headaches), and create many possible sentence combinations.

     Ex: Sitting in traffic causes headaches.
     I get a headache when I sit in traffic.
     A result of sitting in traffic can be ....... etc.

4. When people say, "It's all in your head " what do they mean? Write a sentence or a paragraph to explain.

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## I. PHYSICAL WELL-BEING PRACTICES

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See the following topics:

III. HEALTH

1. MEDICAL ASSISTANCE

A. SYMPTOMS

4. HEALTH AND SAFETY PROCEDURES

B. ACCIDENT PREVENTION
D. DRUGS, TOBACCO, ALCOHOL

5. HEALTH MAINTENANCE

A. NUTRITIONAL INFORMATION
B. BALANCED DIET
D. DENTAL HEALTH PRACTICES
E. CLEANLINESS

# III.6 MAJOR HEALTH PROBLEMS

## A. MAJOR DISEASES

Level II.

1. Identify and list on the board several major diseases. Practice reading and pronouncing the names.
    - o Examine a medical history form and demonstrate the need to read major disease words. Read as a group or individually.
    - o Examine a medical insurance form and demonstrate where major disease words must be written.

2. Discuss the difference between a major disease and just "being sick".
    - o List examples of each.
    - o Formulate and discuss a series of questions about major diseases:
        - a) Are some diseases transmitted by heredity? How?
        - b) Are some diseases contagious? Which ones?
        - c) Are some diseases preventable? How
        - d) What are some treatments?

3. Learn more about major diseases.
    - o Collect pamphlets from local pharmacies, County Health Dept., or organizations such as: American Cancer, American Heart Assoc., Multiple Sclerosis, etc. (See Community Materials listing)
        - a) Distribute pamphlets to students. Have each choose a disease to be researched.
        - b) Read pamphlet for factual information.
        - c) Use the dictionary to define unfamiliar words and terminology.
        - d) Write 2-3 paragraphs summarizing the information.
        - e) Present the information to the class.
        - f) Make a chart:

            Major Disease    Symptoms    Causes    Treatment

    - o Discuss where more in-depth information on a given major disease may be located. Ex. library, local, state, and national organizations, private societies, etc..

## B. SYMPTOMS

Level II.

1. Identify several major diseases and discuss the early warning signs of possible serious illness. Note that many serious illnesses begin with apparently minor or localized symptoms.
   - On a chart match the following symptoms with possible illnesses.
     a) Rapid loss of weight
     b) Sores that do not heal
     c) Sudden vomiting w/o preceding nausea
     d) Fainting spells
     e) Difficulty swallowing
     f) Coughing blood
     g) Lumps and swelling
     h) Abdominal pain
     i) Shortness of breath
     j) Bluish lips, eyelids, nails
     k) Sudden and severe headache
     l) Extremely high fever
   - List information that a doctor may request when one calls about these symptoms. Stress importance of accurate description.
     a) How long have you had the symptom?
     b) How often does it occur?
     c) What is the exact location of the pain, etc.?

2. Also see III. 1. A. MAJOR DISEASES.

## C. CAUSES

Level II.

1. List some common causes of major health problems. (congenital, heredity, nutrition, diet, life style, depression, alcohol.)
   - Define and discuss how each one affects your health (long-term effects)
   - Compare and contrast: Which causes of disease do you have control over? Which causes can you change? Which causes can't you change?
   - Write a short paragraph describing your life style. Ex: eating, exercise, sleeping, drinking habits. Do these habits contribute to good health or poor health?

2. Obtain brochures from the health department about different diseases and health problems.
   - Read to identify the causes of specific diseases.
   - Read to find the main idea.
   - Summarize the ways to prevent some diseases, if any.
   - Discuss prevention methods read about in the brochures.

3. See III.5. Health Maintenance.

# IV. OCCUPATIONAL KNOWLEDGE

## IV.1 FINDING A JOB

### A. GOVERNMENT FORMS

Level I.

1. Collect application forms from various county, state, or federal agencies. (See Reference 40 and 41)
   - o Review the different parts of the form.
   - o Identify the nouns.
     - a) Write sentences.
     - b) List synonyms.
     - c) Create singulars & plurals.
     - d) Create word patterns.
       Ex: Job - Bob, sob, gob, mob, rob, blob
   - o Identify the verbs.
     - a) Write as present and past tenses.
     - b) Write sentences using first, second, or third person.

2. Identify instructions found on forms: print or type, read the instructions, do not write in this area, list in order, etc.
   - o Write complete sentences with each phrase.
   - o Discuss the consequences of not following instructions:
     - a) Why should one only print or type?
     - b) Why should all blanks be filled in?
     - c) Why should a copy be kept?

3. Review the difference between cursive writing and printing.
   - o Discuss how both are used on an application form.
   - o Circle directions on the form which instruct one to print or write.

4. Practice filling out the demographic section of an application form.
   - o Review the vocabulary: name, address, telephone, age, date, social security number, etc.
   - o Make a reference card of personal data information to carry in a wallet for future use.

Level II.

5. Refer to Activities 2 and 4.

6. Discuss time sequencing in relation to employment history. (Stress that typically, jobs should be listed starting with a present job and working backwards) (See Reference 42)
   - o Find the job history section of an application form and review the instructions.
   - o Create a simple time line of job history.

| | | | | |
|---|---|---|---|---|
| School | Auto Mechanic | Body shop | Sears Auto Center Mechanic | Sears Supervisor |
| 1968 | 1974 | 1975 | 1987 | Today |

   - o Transfer job time line information to job application.

- Consider such issues as: Should volunteer work be included? If a job lasted 3 weeks should it be included? If you were fired should you list the job?

7. Write a job description about your current or most recent job.
   - Describe specific duties, responsibilities, and accomplishments.
   - Use a dictionary or thesaurus to find words to better describe your job tasks. (See Reference 43)

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## B. APPLICATIONS & RÉSUMÉS

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Level I.

1. Practice printing and writing name on application forms. (See References 40, 41, and 42)
   - Circle sequence words indicating: Last name, first name, middle initial.
   - Practice box format.

| | | |
|---|---|---|
| ☐☐☐☐☐☐☐☐☐ | ☐☐☐☐☐☐☐ | ☐☐ |
| **Last Name** | **First Name** | **MI** |

   - Practice line format. ______________________________
   - Find signature line and practice writing signature.

2. Find necessary dates on application forms: birth date, date of application, work history dates, education dates. (See References 40 and 42)
   - Practice writing dates 4 ways.

     12 - 21 - 88          12/21/88
     December 21, 1988     |1|2| |2|1| |8|8|

   - Review abbreviations for months.
   - Practice figuring time lapse.
     Example: from 1983 to 1989 is 6 years; from April 83 to February 89 is 5 years and 10 months.

3. Practice filling out personal information on simple application forms. (See Reference 40 and 42)

Level II.

4. Discuss job references.
   - Discuss "good choices":
     a) Past or present employer, religious leader, etc.
     b) Is it better to choose a teacher rather than a spouse, family member, or friend? Why or Why not?
   - Identify name, address, and telephone number for each reference.
   - Write a letter asking a person's permission to list their name as a reference.
     a) List information that should be included.
     b) Review letter format. (See Reference 45)

5. Create a simple one page (8 1/2 x 11) résumé. (See Reference 43)
   - Determine necessary information: Personal Data (name, address, telephone number), Career Objective; Education, Job Experience and skills, References, Special Skills and Hobbies.
   - Review a simple format. (See Reference 43)

- o List job experience and skills. Rewrite, finding the "best verb". (See Reference 43)
  Ex: Helped new employees learn how to serve food and write up bills = trained new staff.
- o Type a resumé from rough handwritten copy.
  - a) Discuss reasons for xeroxing additional copies.
  - b) Discuss value of typed vs. handwritten forms.

6. See also A. Government Forms activities 2, 4, 6, & 7

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## C. JOB ADS

Level I & II.

1. Generate a list of possible sources of job information: newspaper ads, bulletin boards, employment offices, libraries, schools, government agencies, friends.

2. Collect classified ads from local newspapers.
   - o Review classified index to see how job opportunities are categorized and arranged in ABC order.
   - o Practice "rewriting" ads from abbreviated form to paragraph form. (See Reference 41 and 44)
     - a) Make a list of abbreviations and words.
     - b) Rewrite ads using complete sentences.

3. Select a specific occupation (Ex. secretary) and review the ads for job opportunities.
   - o Find 5 job listings.
   - o Compare/contrast the requirements for each; the benefits of each, the salaries, etc.
     - a) Chart the information.
     - b) Based on personal skill and information and needs, choose the 3 best offerings.

4. Practice writing a letter of response to a job ad. (See Reference 45)
   - o Review correct letter format.
   - o Consider information that should be included:
     - a) Include purpose for writing "(job listing) in the Washington Post on (date)".
     - b) Highlight your skills and experience (briefly).
     - c) Tell how you would contribute.
     - d) Tell when you will be available for employment.
     - e) Request an interview.
     - f) Tell where you can be reached (telephone number).
     - g) Close with "Thank you for your consideration".

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## D. TRAINING OPPORTUNITIES

Level I & II.

1. Create a list of various jobs and the kinds of training background needed for each. (Use classified ads as a reference).
   Ex: Secretary - typing skills
   Truck driver → driver's license.
   Construction → carpentry skills.
   bricklaying skills.

2. Identify places that provide different kinds of training (Use the telephone book, libraries, veterans organizations, employment agencies as references): Adult Education
   Community colleges
   Business schools
   Industrial, technical, or trade schools
   On the job training, Union opportunities
   - Find listings for various training facilities in the telephone book. Write addresses and phone numbers.
   - Scan the newspaper for training opportunities. (Often at front of Sunday Employment Section)
     a) Identify any cost, restrictions, obligations, etc.
     b) Write a letter requesting more information about a training opportunity. (See Reference 45)
     c) Make a list of questions to ask if calling about a training opportunity.

---

## E. JOB INTERVIEW

**Level I & II.**

1. **List the steps on how to request an interview:**
   - **Ask for person in charge of hiring.**
   - **State the purpose of your call (Where ad was seen).**
   - **Schedule an appointment for an interview.**
   - **Be sure to make note of the time, date, place (get directions, if you need them) and name of person to see.**
   - **Ask the name of the person to whom you are speaking.**
   - **Use "please" and "thank you" freely.**
   - **Be on time!**

2. Identify interview techniques.
   - Discuss factors which contribute to making a good impression (dress, grammar, manners, etc).
     a) Design checklists:
        Ex:
        1. Did I take a shower or bath?
        2. Did I wash my face?
        3. Did I brush my teeth?
        4. Did I freshen my mouth?
        5. Are my clothes clean?
        6. Are my clothes pressed?
        7. Are my clothes appropriate for the interview? Too fancy or stylish?
        8. Are my shoes clean and polished?
        9. Is my hair clean and neatly styled?
        10. Are my fingernails clean and trim?
        11. Do I smell clean and fresh?
        12. Do I appear nervous?
        13. Do I appear pleasant and natural?
        14. Do I have an appropriate amount of cosmetics and perfume or cologne on?

     b) Write a paragraph about "good grooming".
   - Discuss effective behaviors during an interview.
     a) List the behaviors as phrases,
        1. Be on time.
        2. Try to relax.
        3. Listen carefully.
        4. Be honest.

5. Ask questions about tasks involved, salary, benefits, hours, promotion opportunities.
6. Stress your best qualities.
7. Be positive - don't complain about past employers

b) Write a paragraph or essay on "Making a Good Impression".

3. Anticipate the kinds of questions an interviewer will ask.
   - o List possible questions: Tell me about yourself.
     Why are you leaving your current job?
     Why do you want to work for this company?
     What is your greatest strength?
     Weakness?
     Why should I hire you? etc.

   - o Write answers for each (Consider personal background and needs).
   - o Role play with another person replying to various questions.

## F. WORK VOCABULARY

Level I & II.

Refer to the Project MAPP Vocabulary booklet for relevant vocabulary (See page 45 - 51)

Select appropriate activities to introduce, practice, and reinforce vocabulary (See pages 71 - 114 Vocabulary Booklet).

## G. BEHAVIOR & ATTITUDES

Level II.

1. List behaviors and attitudes an employer looks for in a prospective employee. (See Reference 46)
   Ex: Self confidence
   Positive attitude
   Enthusiasm
   Punctuality
   Courtesy
   Initiative
   Persistence
   - o Identify the meanings of each behavior.
   - o Write sentences indicating how various characteristics can be demonstrated in an interview. "I can show I am a punctual person by arriving on time for an interview."

2. See also E. Job Interview Activity 1 & 2.

## H. SKILLS AND EDUCATION

Level I & II.

1. Define the terms: skilled, semi-skilled, & unskilled.
   - o List examples of each.
   - o Scan job ads (newspaper) and conclude if jobs require a skilled, semi-skilled, or unskilled person.

2. Generate a large list of various jobs.
   - o Categorize the jobs:

| No high school diploma needed | High school diploma needed | Extra schooling/ training required |
|---|---|---|
| waitress<br>etc. | clerk/typist<br>etc. | teacher<br>nurse, etc. |

   - o Sequence the jobs from highest pay to lowest pay.
     - a) Is there a relationship between educational skill and pay?
     - b) Is there a relationship between salary and job duties?

3. See also D. Training Opportunities

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## I. INTERESTS & APTITUDES

Level I & II.

1. Define the words "interest" and "aptitude".
   - o Give examples of each (Write sentences: An example of interest. is _____. An example of an aptitude is ______.
   - o Contrast "aptitude" and "interest".
     Ex: One may type well but not want to sit at a desk all day.

2. Make a list of personal interests and skills. (See Reference 47)
   - o Star the 5-10 most important interests.
   - o Match skills to interests. Write sentences describing a match or a non-match. (Ex: "I can type, but I don't like to sit all day." or "I can type, and I like to work with words and ideas.")
   - o Scan the classified ads for 10 appealing job ads.
     - a) Write 2 reasons why you like each job.
     - b) List any skills you have for each job; interests you have for each job.
     - c) Select a job that best suits your interests and aptitude.
     - d) Write a letter to an employer about a job ad. Emphasize reasons why you are well suited for the job.

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## J. JOB NEEDS

Level I & II.

See IV. 1. Topics B - I

# IV.2 WAGES, BENEFITS, ORGANIZATIONS

## A. PAYCHECKS, DEDUCTIONS, BENEFITS

Level I.

1. Examine sample pay stubs. (See Reference 48).
   - o Circle unknown vocabulary and abbreviations (See Vocabulary Booklet for practice exercises).
   - o Review each category. (Ex. FICA, gross pay, net pay, etc.)

- Discuss different types of deductions. Often deductions are viewed as negative. Pose the question: Are deductions beneficial? (Ex. pension, FICA, taxes, insurance)

2. Place the chart below on the board showing gross pay and take home pay (net pay), and have students compute the hourly wage based on a 40 hour work week. Figure out the total amount of deduction.

| | Gross Pay | Hourly Wage | Take Home Pay (NET) | Deductions |
|---|---|---|---|---|
| Juanita | 400 | | 320 | |
| Joe | 240 | | 200 | |
| Rose | 600 | | 520 | |
| Tom | 280 | | 240 | |

   - Compute the hourly wage based on a 20 hour week or on a 10 hour week.

3. Add all the deductions on a pay stub to see if they equal the total deductions on that stub.

4. Practice endorsing a pay check for cash or deposit.
   - Discuss the value of "Pay to the order of".

Level II.

5. Review a sample pay stub. (See Activity 1 and 3) (See Reference 48)
   - Decide which deductions are voluntary and which are required.
   - Compare gross and net pay.
     a) Express in a ratio form.
     b) Express as percentage.
   - Identify accumulated sick hours and vacation time.
     a) Express as a percent or fraction of total hours per year.
     b) Compute amount of salary the hours represent.
   - Identify overtime.
     a) Compute overtime at 2 times the hourly rate; 1 1/2 times.

6. Practice filling out a W-4 form (Employees withholding allowance certificate). (See Reference 48)

7. Obtain sample W-2 forms(wages and tax statement). (See Reference 48)
   - Discuss what is included on the form: (Ex: wages, FICA tax, federal tax, etc.)
   - Explain why the W-2 form is in triplicate and where each copy should be sent.
   - Why might an individual receive several W-2 forms at the end of the year?

8. Discuss or write about: The theme "No New Taxes" appeals to most people. Why are taxes deducted from your paycheck? Where does this money go? Are new taxes needed or not?

## B. EMPLOYEE ORGANIZATIONS

Level I.

1. Define credit union. How is it different from a savings bank or savings and loan? (See Reference 49)
   - o Chart the benefits and/or disadvantages of joining a credit union.
   - o Discuss: Do all organizations offer credit union services to their employees? Should the use of a credit union be considered when job hunting? Why or why not?

2. Obtain some credit union forms. Discuss the importance of filling out forms accurately and completely. (See Reference 49)
   - o Circle unknown words and phrases. (See Vocabulary Booklet for practice exercises).
   - o Practice filling out the form.
   - o Discuss the consequences of incorrect or incomplete information.

3. Define labor union.
   - o Discuss the purpose of a labor union.
   - o Why join? What are some of the benefits and/or disadvantages of joining a union?
   - o Do you agree with "mandatory" membership in unions? Write 2 or 3 sentences expressing your opinion.
   - o Write sentences in favor of a labor union; against a labor union.
     - a) Use opinion words.
     - b) Include 3 reasons or examples.
     - c) Write a main idea sentence.

Level II.

4. Discuss labor unions and compile a list of unions that are affiliated with jobs in your local area: Teachers' Unions, teamsters' union, construction workers' unions, etc. (Consult phone Yellow Pages under "Labor Organizations". (See Activity 3)

5. Obtain some pamphlets from labor unions.
   - o Compare and contrast their "selling" points. (Chart or graph results)
   - o Read to identify requirements, restrictions, conditions.
   - o Can all employees join? Are employees told to join? If you don't join, do you still pay? etc.
   - o Write a short paragraph persuading someone to join a union.
     - a) Use 10 opinion words.
     - b) Write a main idea and conclusion sentence.

6. Compute the costs of union membership on a weekly, monthly, and yearly basis.

7. Write a grievance letter to the union about a situation: sexual harassment, unsafe working conditions, employee/supervisor problems, etc.
   - o Identify the who, what, when, where, and why.
   - o Review correct letter format. (See Reference 45)

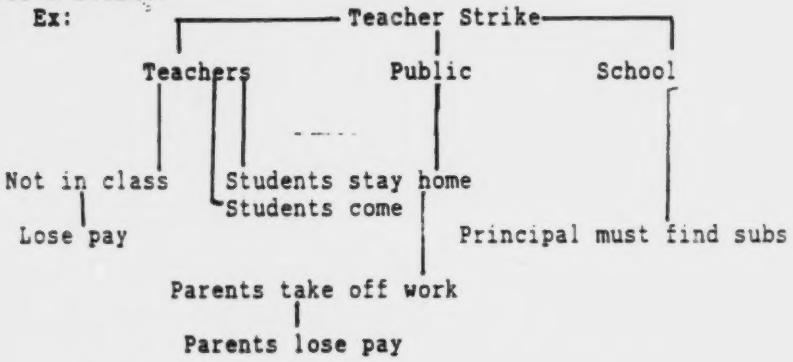
## C. CONTRACTS AND UNION AGREEMENTS

Level II.

1. See IV. 2. B. Employee Organizations

2. Define the term "strike".
   - o Discuss the possible reasons for strikes.
   - o Use real life examples of strikes from magazines or newspapers.
   - o Write a paragraph defending the right of the employee to strike; right of the employer to deny a strike.
3. Bring in some sample job contracts. Underline related vocabulary words found in the contract. Discuss the repercussions if a contract is broken by the employer or employee. What legal actions could or might be taken? See also V. 2. D. Legal Rights and Responsibilities.)
   - o List the possible consequences of a strike on a company or organization, the public, and the employees (Ex. a teachers' strike).
     - a) Create a flow chart depicting time sequence or consequences of a strike.

Ex:



     - b) Use the charted information to write a paragraph. "Everyone is hurt by a school strike."
     - c) Brainstorm solutions to a strike and decide which solutions are most effective. Create sentences about solutions:

Ex: "_____ is a good solution because _____"
"A good solution to a strike is ____ because _____"
"A strike might be solved by _____.

## D. EMPLOYEE HANDBOOK

Level II.

1. Discuss the reasons why companies provide handbooks for their employees.
   - o Obtain some samples of employee handbooks. Locate the Table of Contents and Index portions of the books. Discuss the differences between the two sections.
   - o List categories of information generally found in a handbook: Welcome, job responsibilities, sick leave policy, safety standards, etc.

- o Select one category (chapter) in a handbook.
    - a) Read to find the most important points.
    - b) Circle unfamiliar words or phrases.
        - 1) Locate synonyms. (See Thesaurus or dictionary)
        - 2) Rewrite a paragraph in "plain" language.
          Ex: "What they really mean is ........".

2. Using an employee handbook, locate the information needed to write a request or grievance letter.
    - o Compose a letter of grievance about a working condition. (See Reference 45) (Ex. break times, unsanitary facilities, etc.)
    - o Discuss proper disposition of the letter (chain of command). Who receives complaints? How are they forwarded?

3. Locate the benefits sections in 2 different employee handbooks.
    - o Compare and contrast each company's; benefits.
    - o Prioritize various benefits. When job hunting, which ones are most important to the worker. (Ex. sick leave, annual leave, insurance, pension plans, etc.)

4. Design a student handbook.
    - o Determine categories: Welcome, class schedule, student responsibilities, etc.
    - o Write sentences or paragraphs for different sections
    - o Compile the handbook.

## IV.3 WORKPLACE SAFETY

### A. SAFETY SIGNS

Level I.

1. List safety sign words, phrases, pictures seen at the workplace site.
    - o Compare how many are seen as both word and picture. (Ex. No Smoking)
        - a) List reasons why a picture might be better.
        - b) Create a picture sign for those listed as words or phrases.
    - o Examine the cause and effect for various safety messages.
        - a) Depict cause and effect with words, phrases only:
          Ex:
          smoking → explosion
          no glasses → eye injury
        - b) Write cause and effect sentences. (Ex. If you smoke on the job, you could cause an explosion).
            - 1) Rewrite sentences in first person (I), second person (you) and third person (he).
            - 2) Rewrite sentences using different format.
              Ex: Smoking on the job could cause an explosion.
              If you smoke ......
              An explosion might occur if .......
            - 3) Label the C (cause) and E (effect) in each sentence.

2. List several occupations. Write the safety signs that might be found at each site.

| Mechanic | Food Worker | Construction worker | Office worker Etc. |
|---|---|---|---|
| Watch Your Step | Wash Hands | Keep Out | Stairway up/ down |
| Wear Safety Helmet | Enter | Danger | Fire Escape |
| Keep Out | Exit | Fire Escape | Exit |
| Drive Carefully | Push | Men Working | Wet Floor |
| Etc. | Hot | Explosives | Etc. |
|  | Etc. | Flammable |  |
|  |  | High Voltage |  |

3. Discuss or write about "How safety signs have prevented accidents".

Level II.

4. Write a letter to a supervisor suggesting that a new safety sign be added.
   - o Create the new safety rule.
   - o Create signs (word and picture).
   - o List 3 reasons why the safety sign is important.
   - o Write a letter. (See Reference 45)
     - a) Review letter format.
     - b) Edit the letter for sentence format, capitalization and punctuation.

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## B. SAFETY MANUALS

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Level I. (See A Safety Signs)

Level II.

1. Generate a list of potential safety rules for different jobs. (See A. Safety Signs.)
   - o Discuss the importance of safety rules and the potential consequences if they did not exist.
   - o Select a specific safety rule. Write sentences (or paragraph) explaining why it is essential.
     - a) Identify 3 reasons.
     - b) Identify 2 worksites where the rule would apply.
     - c) Rewrite the paragraph and eliminate the word "I".

2. Review the safety section of various employee manuals.
   - o Discuss why safety rules are included in manuals (consistency, easy reference, stress importance).
   - o Read the safety rule section of the manual.
     - a) List the important safety rules.
     - b) Identify what to do if there is an accident. List the steps.

3. Compare/contrast safety rules at different jobs. Why are rules required for some jobs but not others?

### C. SAFETY PROCEDURES

Level I.

1. Clarify the difference between safety rule and safety procedure. Give examples of each.

2. Select a safety procedure and list in sequential order the steps to be followed.
   Ex: If there is a fire....
   If there is a physical accident....
   - o Present as a diagram or flow chart.
   - o Write a sentence for each step.

Level II.

3. Read safety manuals to find information on various safety procedures
   - o Scan table of contents and index.
   - o Summarize the most important points.
   - o Make a Safety Rule for a procedure. (Express a word, phrase, or sign.)
4. List situations where employees have not, or are likely not to, follow the requested safety procedure.
   - o Discuss the term "infraction".
   - o List consequences of not following certain safety rules.
   - o Decide appropriate responses for various infractions.
   - o Create a letter or create a flyer telling employees what will happen if they are found not following a safety procedure.

### D. ACCIDENT REPORTS

Level I & II

1. Review an accident form. See Reference 50
   - o Circle all unknown words.
   - o List the specific kinds of accident information needed on the form: injured person's name, location of accident, time, how the accident occurred, etc. Relate to who, what, when, where, & why.

2. Create an "accident". (or find examples in newspaper articles)
   - o Write the who, what, when, where, and why.
   - o Write sentences to describe in sequential order what happened.
   - o Use the information to complete a sample accident report. See Reference 50

## IV.4 KEEPING A JOB - GETTING A PROMOTION

### A. BEHAVIOR & ATTITUDES

Level I.

1. Make a list of the kinds of behaviors that might cause one to lose a job.
   1. Coming to work late or leaving early.
   2. Taking too many breaks or staying too long on them.
   3. Being dishonest or stealing from the company.
   4. Missing too many days from work.

5. Not following company rules.
6. Not getting along well with others.
7. Not doing a fair work share.
8. Not willing to train for the job.
9. Doing messy or incomplete work.
10. Being too slow or not trying to improve.

- o Make a parallel list of positive behaviors that might help one get a promotion.
  Example: "Coming to work late or leaving early" versus "Being punctual and staying until the end of the work day."
- o Rewrite as complete sentences.

2. List matching descriptive words for positive and negative work behaviors and attitudes. (See Reference 43 and 46)

| | | |
|---|---|---|
| Ex: | Professional Appearance | Poor Appearance |
| | Honest | Dishonest |
| | Hard worker | Indifferent, lazy |

- o Find other antonyms for selected words.
- o Find other synonyms.
- o Think of a fellow employee (or yourself). Write a job performance report (paragraph) using descriptive words.
  Ex: Mary Smith is a hard worker who is always on time for work.

3. Use (Reference 46) to review "Traits an Employer Wants to See"

- o Write a paragraph (or sentences) agreeing or disagreeing with a particular trait.
- o Try to find one descriptive word for each listed trait.
  Ex. An employee has a good attendance and is punctual ("On-time, regular, timely, prompt") Use a thesaurus as a reference.

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## B. SKILLS AND EDUCATIONS

**Level I & II.**

See IV. 1. H. Skills & Education

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## C. SIGNS, CHARTS, FORMS, WRITTEN DIRECTIONS

**Level I & II.**

1. Discuss the importance of filling out time sheets correctly.

- o Review sample forms. (See Reference 51)
- o Review writing dates.
- o Review figuring lapsed clock time.
  - a) hours
  - b) hours plus minutes
  - c) fractional amounts (1/2, 1/4 hr)
- o Write hours worked as a fraction (2 1/2 hrs.), as a decimal (2.5), and with abbreviations 2 hrs. and 30 mins.

- Use the following information to compute hours worked; figure salary at $8.00 per hour, $6.25 per hour, add 4 hours of time and a half, etc.

| Morning | | Afternoon | |
|---|---|---|---|
| IN | OUT | IN | OUT |
| Week 1. | | | |
| 6:00 A.M. | 10:30 A.M. | 11:00 A.M. | 2:30 P.M. |
| 7:15 A.M. | 11:00 A.M. | 11:45 A.M. | 3:00 P.M. |
| 8:00 A.M. | 12:00 P.M. | 1:00 P.M. | 6:00 P.M. |
| 7:30 A.M. | 12:00 P.M. | 2:00 P.M. | 5:30 P.M. |
| 8:30 A.M. | 1:00 P.M. | 1:30 P.M. | 5:15 P.M. |
| Week 2. | | | |
| 9:00 A.M. | 1:30 P.M. | 2:30 P.M. | 7:00 P.M. |
| 8:15 A.M. | 12:30 P.M. | 1:15 P.M. | 5:30 P.M. |
| 10:00 A.M. | 1:30 P.M. | 2:30 P.M. | 7:15 P.M. |
| 7:00 A.M. | 1:15 P.M. | | |
| 11:00 A.M. | 2:30 P.M. | 3:00 P.M. | 8:00 P.M. |
| (Saturday Overtime Pay) | | | |
| 9:45 A.M. | 12:15 P.M. | 1:45 P.M. | 6:00 P.M. |

## Charts/Graphs

2. Compare the value of charted information to written information.(Ex. Can get information quicker and easier from charted information. Can give more detail and example in written information, etc.)
   - List kinds of charted information one might find on a job. (Ex. performance records, production rates, insurance info., etc.)
   - Collect samples of work related charted information.

3. Compare bar graphs, circle graphs, and line graphs. (See Reference 52)
   - Using Reference 52 interpret what is being presented in each graph.
   - Translate a bar graph into a line graph; a line graph into a bar graph.
   - Review the concept of 100% as used for a circle graph.
   - Write sentences about graphed information. Combine the sentences into a paragraph.
   - Make conclusion statements about charted information using "all, none, some, more, most, etc.
   - See also I. 1. D. Maps, Distance & Graphs

4. Create simple graphs & charts.
   - Make a line or bar graph to show the following: A large company had the following number of employees over a 6 month period. July 1, 100; August 1, 450; September 1, 500; October 1, 500; November 1, 750; December 1, 900.
     a) Write sentences comparing and contrasting the information.
     b) Write conclusion sentences about what can be inferred
        Ex: This is a growing company.

### Forms

5. List the many kinds of forms one finds on a job: order, sick leave, accident, promotion, insurance, vacation, job description, etc. (See References 49, 50, 51)
   - Collect sample forms.
   - Stress the importance of following directions. Circle all the direction words found on forms such as: print, type, list in order, please sign, complete line ___, etc.
   - See also IV. 1. Finding A Job A, B
     IV. 2. Wages Benefits Organizations A
     IV. 3. Safety Standards & Procedures D
   - Practice filling out relevant forms.

### Written Directions

6. List the kinds of written directions one might deal with on the job: telephone message, memorandum about a meeting, use of office equipment, etc.
   - Create a mock situation and write simple memorandum. (See Reference 26)
     a) Check for essential information.
     b) Check for correct spelling.
   - See II.1.G. Telephone Messages
   - See IV.4.E. Communications

## D. RESPONSIBILITIES

Level I.

1. Make a list of the current responsibilities one has on a job. (Level I - List as words Ex. mop, wash, etc.)
   - Rate these from most important to least important; most time spent to least time spent.
   - Create a line or bar graph to show time spent on various tasks.
   - Compare time spent to importance of the task.

2. Use an Employee Performance Evaluation form to complete a self evaluation. (See Reference 53)
   - Consider current job tasks.
   - Complete the self evaluation for classroom performance.
   - Refer to IV.4.A Activity 2 for descriptive words and phrases.

## E. COMMUNICATIONS

Level I & II.

1. Define memo.
   - Discuss purposes for the memo; types of memos.
   - Define what information the memo should include. (who, what, when, where)

2. Use information such as the following to practice writing memos. (See Reference 26) John Lake called on June 1, 9:00 A.M. (Tel # 234-5678) to leave a message that he wants to meet with your boss, Molly Brown, on June 13 at 4 p.m. at his office. Is the time OK?

3. Introduce business friendly letter format. (See Reference 45)
   - o Compare and contrast format for each.
   - o Simply sketch friendly letter and business letter formats .

Friendly
Business

   - o Categorize examples of when one would send a friendly letter, when one would send a business letter.
   - o Write a business letter to a service provider voicing a complaint or a compliment.

     Ex. "The xerox machine is still broken." " We love the coffee service being provided by Best Brew Company."

# V. GOVERNMENT AND LAW

## V.1 VOTING

### A. POLITICAL PROCESS

Level I

1. Develop a definition for the two major parties in the U.S. (Democrat/Republican) (See Reference 54)
   - What are their symbols?
   - Read to find out how the symbols were created. (See Reference 54)

2. Read and list the steps and/or requirements to become President of the U.S. (See Reference 55)

Level II

3. Discuss how a primary election differs from a general election. (See Reference 55)

4. Discuss the electoral college and its function in the election process. (See Reference 56)

5. Brainstorm ideas about the responsibilities of an informed voter.
   - Write a paragraph using the generated ideas.

6. Read to find out the "what" "when", "where", and "why" of the National Political Conventions.

7. Define party platform.
   - Find in the newspaper, examples relating to the party platform.
   - Summarize the main points in a paragraph.

8. Define the different organizational levels within political parties:
   precinct
   ward
   county central committee
   state central committee
   national central committee

9. Collect political cartoons and analyze the inferences and meanings.
   - Write captions for cartoons.
   - Write a paragraph explaining a cartoon.
   - Explain the phrase - "A picture is worth a thousand words".
   - Create a political cartoon.

10. Define advertising campaign.
    - Collect evidence from newspapers, political flyers,etc., on how candidates use media to persuade and influence voters.

11. Find evidence on TV or in the newspaper on how the press influences voter opinion.
    - Discuss the implications of "selective news coverage".

## B. CANDIDATES

Level I

1. List the candidates running for President, Senate, House of Representatives.
    - o Read to find out two job responsibilities of each position.
    - o List the requirements for running for each of the positions.

2. Read to find out biographical information about the candidates.
    - o Write a "bio" for each candidate.
    - o Make a chart comparing and contrasting info:
        - age
        - families
        - education
        - party affiliation
        - political experience
        - views

3. Collect information from the newspapers about the candidates. Find the "who", "what", "where", "when", and "why" of the article.

4. Make a collage of pictures, pamphlets, buttons, articles, etc. of your favorite candidate.
    - o Categorize candidates by party.
    - o No candidate is perfect. Find 3 things you like about a candidate; 3 things you do not. Discuss whether the "likes" or "dislikes" are more important to you.

Level II.

5. Generate personal ideas about qualities of a good leader. Write a paragraph about your views.

6. List issues that affect you personally. (i.e. taxes, health, defense, education, housing, farmers)
    - o Order the issues from most important to least important.
    - o Find information in the newspaper about candidates positions on the issues - who disagrees with you? Who agrees with you?
    - o List 5 reasons you would vote for a candidate based on the issues. Five reasons you would not vote.
    - o Choose an issue. Write an essay about what you would do if you were running for office.

7. Explain the terms "image" and "substance" as they relate to candidates. Compare and contrast "image" and "substance",
    - o Find one example of each in the newspaper.
    - o Make a decision as to whether various candidates are "image" or "substance" candidates. Support your decisions with 2 supporting reasons or examples.

8. Write a letter persuading a friend to vote for the candidate you like best.
    - o Circle the opinion words in your letter.
    - o Find the fact statements in your letter.

9. Watch a debate.

    - Prior to the debate, make a list of the qualities of a good leader (Ex. strong, honest, smart,). While you watch the debate note which candidate matches the qualities you listed. Write reasons why.
    - Compare your pre-and post - impressions.
    - Did your impression change, or stay the same?
      What did the candidate say? How did the candidate act?

10. Find articles about polls which have been conducted.
    - List the important results.
    - Make a chart or graph presenting the results.
    - Conduct the same poll in your class.
    - Compare class results with the noted poll results.

11. Generate a list of key words about your favorite candidate. (Ex. democrat, governor, smart)
    - Use a thesaurus, and match each word with an "opinion" type synonym. Ex: democrat - liberal.

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## C. VOTER REGISTRATION AND QUALIFICATIONS

### Level I.

1. Discuss reasons for voting.
    - Does 1 vote count? (Write the following on the board)

### WHAT GOOD IS ONE VOTE?

One vote has often played an important part in our history.

Thomas Jefferson was elected instead of Aaron Burr by a margin of one vote in the Electoral College. John Quincy Adams and Rutherford B. Hayes assumed the presidency in similar fashion. The man who cast the deciding vote for Hayes was an Indiana lawyer who had been elected in Congress by a margin of one vote.

Five of our fifty states were admitted to the Union by a margin of one vote. In the New Hampshire Senatorial Election of 1974 the state's law committee declared the Republican candidate the winner by just two of the more than 225,000 votes cast. The results were contested, referred to the Senate for decision, and it was not until a special election held in September 1975 that the vacancy was filled by Democrat John Durkin.

    - Locate information about the history of voter rights.

2. Find the telephone number of the local Board of Elections. (Refer to telephone book or call library)
    - Call to ask for registering information.
    - List the requirements.
    - Ask for registration dates and locations.

### Level II

3. Make a monthly list of "election" dates (See Reference 55). Ex. primary, registration, debates, general election, inauguration.

4. Obtain and review the Voter Information Guide from the local Board of Elections.
    - Who needs to re-register? People who have had a change of address, name, county, state.
    - Find the qualifications for voter registration.
    - Discuss citizenship requirement.
    - Discuss difference between felony and misdemeanor.
    - Find the residency requirement.
    - Decide if you are eligible to vote.

5. Follow directions carefully and complete a voter registration form. (Request from local Board of Elections)

6. Locate the polling place in your neighborhood.
    - Find the polling place on a map.
    - Make a map of how to get to the polling place.
    - Write directions on how to get to the polling place from a specific location. Use a time sequence word in each sentence: (Ex: First, next, before, after, finally, etc.)

7. Discuss the meaning of Party Affiliation and the implications in terms of voting in primaries and general elections.(only registered Republicans and Democrats can vote in the Primary) (Read: Voter Registration Application from Board of Elections)
    - Generate possible explanations about why this rule may have been made.
    - Write a paragraph about your opinion of this rule. Include at least 3 facts to support your opinion.

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## D. THE BALLOT

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Level I.

1. Define the word "ballot." Look at a ballot sample. (Contact League of Women Voters or Board of Elections)
    - Find the Presidential candidates.
      Find the Senator candidates.
      Find the House of Representatives candidates.
    - Circle all of the Republicans.
      Underline all of the Democrats.
    - Find 3 directions to the voter: Vote both sides.
      Vote for NO more than one.
      Turn card over.
    - Identify other officers on the ballot: School Board
      Judge
        - a) What does a judge do? What is a school board?
        - b) Generate ideas on why we vote for these positions vs. appointing these positions.

2. Practice using a voting machine. (League of Women Voters or Local Board of Elections will loan punch machines)

3. Practice filling out an absentee ballot.
    - Discuss who qualifies.
    - Identify where and how to obtain an absentee ballot.
    - Stress following directions. (Ex. last name, first name)

Level II.

4. List reasons why it is important to have a secret ballot.
   - Brainstorm ideas on what might occur if we did not have a secret ballot.
   - Write two paragraphs on "The Pros and Cons of a Secret Ballot".

5. Obtain a copy of the ballot questions from your local election board.
   - Define ballot question, referendum, amendment.
   - Discuss the ballot questions.
   - Select ballot questions and rewrite them using synonyms for unfamiliar words.

6. Take a class poll and predict results for the coming election.
   - Compare actual results with the predictions.

7. Issue a class challenge to answer the following questions.
   - When did women get the right to vote? (19th amend.)
   - When was an amendment passed guaranteeing all races the right to vote? (15th amend.)
   - When was the voting age changed from 21 to 18? (26th amend.)
   - How can a citizen loose the right to vote?
   - What did the constitution originally say about voters' rights?
   - Find a time when 1 vote won an election. (See C. Activity 1)

## V.2 PERSONAL RIGHTS AND RESPONSIBILITIES

### FORMS AND ORDINANCES

A. ORDINANCES:

Level I.

1. Define and discuss the meaning of "ordinance".

2. Locate local ordinance information by contacting the police department or city hall. (administrative offices)
   - Use telephone to locate numbers of above departments.
   - Generate a small list of questions to ask on the phone to obtain ordinance information.

3. Read and discuss some of the pertinent ordinances in your location.
   - Discuss: "Is ignorance of the law" an excuse? Why?
   - Discuss: "Do laws and ordinances change from state to state? county to county ? city to city?

Level II.

4. List reasons why it is important to have ordinances.
   - Brainstorm ideas on what might occur if there were Not any ordinances.
   - Propose a problem with a certain ordinance (one that is unpopular and often broken) and have students write a paragraph on how they would change it or enforce it.(Ex. Dogs on a leash.)

5. Rewrite an ordinance in simpler terms.

6. Also see I. Consumer Economics for rules and forms related to:

    I.5 HOUSING C. Leases and rental agreements, F. Loans and Insurance
    I.7 CONSUMER PROTECTIONS
    I.8 CARE & UPKEEP OF PERSONAL POSSESSIONS A. Guarantees
    I.10 AUTOMOBILES A. Road Signs, B. Drivers License and Warranties
    II.5 COMMUNITY AGENCIES & SERVICES H. Permit and License
    III.2 MEDICAL & DENTAL FORMS B. Immunization Forms

## B. LEGAL ADVICE

Level I.

1. List times when a lawyer may be needed. List some examples on the board. Ex. being sued, serious injury, buy or sell a house, etc.. (See Reference 57)

2. Locate (in the yellow pages) phone numbers and addresses of community and county legal services. (Look under Lawyer Referral Service)

3. Make a list of questions you might ask on phone to obtain needed information. (Ex. fees, hours)

Level II.

4. Obtain, read, and discuss information in legal advice pamphlets. (See Reference 57 "When You Need a Lawyer")

5. Locate the phone number and address of local "Legal Aid" office.
    - List the services they provided.

## C. SMALL CLAIMS COURT

Level I

1. Visit a Small Claims Court and observe a trial in progress.
    - Discuss what was observed and the outcome.

Level II.

1. Obtain information about Small Claims Court procedures from your local Municipal Court System. Read and discuss.
    - How does one sue in Small Claims Court?
    - Where does one file a claim?
    - What papers and documents or evidence is needed?
    - How are witnesses subpoenaed?
    - What orders and documents are needed to collect money?

## D. DOOR TO DOOR SALES

Level I & II.

1. Discuss door to door sales situations. (product salesmen and home improvement contractors)
   - Product sales. (Avon, magazines, charity, etc.)
     a) Compare price of product with price of similar products in local stores.
     b) List some precautions about door to door sales. (Ex. pay by check, obtain a copy of the sales agreement)
   - Home improvement contractors.
     a) Check contractor credentials by contacting Better Business Bureau.
     b) List some questions to ask BBB about contractor reputation:
        Is the contractor "bonded"?
        What are qualifications of workers?
        What is contractor's credit rating?
        Does he have references?
     c) Compare/contrast prices among contractors.

## E. TRAFFIC TICKETS

Level I & II

1. Obtain a sample copy of a traffic ticket. See Reference 58
   - Locate and examine the information on the ticket.
   - Introduce content related vocabulary. Use in sentences.

2. Discuss the sequence of events if you get a traffic ticket.
   - What behavior is most acceptable when dealing with an officer of the law? with other drivers?
   - What actions are necessary on your part to settle a violation?
   - How do you pay or contest a traffic ticket?
   - What are the long-term consequences of getting a traffic ticket?

# V.3 TAXATION

## A. INCOME TAX

Level I.

1. Obtain and distribute copies of the Form W-4. See Reference 48
   - Read orally. Discuss basic instructions at the top of the W-4 form.
   - Using the Personal Allowance Worksheet, select content related vocabulary. (special attention to words in BOLD PRINT) List on board and discuss meanings.
   - Guide students through completing the form.

2. Provide each student with a sample copy of W-2 Form. See Reference 60
   - Locate pertinent information on the form.
   - List content related vocabulary words on board and discuss meanings.
   - Put words in alphabetical order.

3. Using the information provided on the W-2 form, guide student(s) through step-by-step procedure for filling out the 1040 EZ forms (See Reference 59a and 59b). Practice printing clearly, following directions, and adding and subtracting.

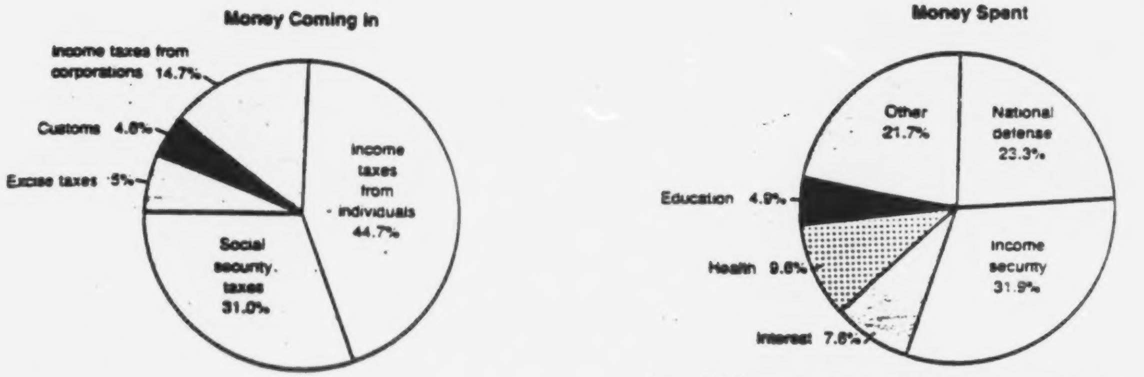
Level II.

4. Practice reading a Tax Rate Schedule". (See Reference 60)
   - o Calculate amount of taxes to be paid for the various salary levels.

5. Order "Understanding Taxes package from IRS" (See Community Materials listing).

6. Practice reading circle graphs to find out "Where the Tax Dollars Go".

**FEDERAL BUDGET for 1978**



*Source: U.S. Bureau of the Census. U.S. Office of Management and Budget*

## B. SALES TAX

Level I.

1. Discuss sales tax.
   - o Define sales tax. What is it? Who determines what it should be?
   - o List types of items that are taxable, non-taxable, and why?
   - o Collect receipts from purchases. Examine the sales tax line.
   - o Find the total without sales tax. Find the total with sales tax.

Level II.

2. Using newspaper advertisements, mail order catalogs, sale brochures, etc., select items and figure 5% sales tax on various purchases. Find total price of item.
   - o Various states set their own sales tax rate. Compute at different rates.(5%, 6%, 7%)

### C. TAX TABLES

Level I & II

For Suggested Activities, refer to sections on "Income Tax" and "Sales Tax".

## V.4 GOVERNMENT SYSTEMS

### A. LOCAL GOVERNMENT

Level I.

1. Locate the listings for local government agencies and services in the telephone book. Stress alphabetical order in the search process.
   - o Are these listings in a special section of the book?
   - o Read the names of local agencies and discuss what services they provide.
   - o Develop a list with name and phone number of those agencies you would most likely call. (police, fire, welfare, school, licensing, disposal, library, etc.)
2. Obtain a map of your local area (city or county) from the city administration office.
   - o Trace the political boundaries of the county, city, town, etc.
   - o Locate the "County Seat" and your City Hall.

3. Describe "where one lives" using various categories.
   Ex: Most Americans live: In or near a town or city. That town or city is part of a county. The county is part of a state. The state is part of a nation called the U.S.A.

4. Create a community information card. Include relevant telephone numbers such as: police, fire department, ambulance, local school, and hospital, motor vehicle, where to obtain a marriage license, pet license, building permit; where to pay a parking ticket, get a pothole repaired, etc.

Level II.

5. Obtain a list of the local officials and their duties from the city hall.
   - o Chart the major offices (mayor, council members, major agency heads, etc.) and list their responsibilities to the citizens and the community.
   - o Who are elected officials? Who are appointed? What is the difference?

6. Write a letter to a local government official about a specific concern you or your neighbors have.
   Ex: parking along curbs in your neighborhood, pet problems, building codes, etc.

---

## B. STATE GOVERNMENT

**Level I.**

1. Discuss the three major divisions of state government. (executive, legislative, and judicial) Compare to federal and local government systems. Stress "separation of powers", limits on each, checks and balances.

Ex. THREE BRANCHES OF GOVERNMENT

| | EXECUTIVE BRANCH | LEGISLATIVE BRANCH | JUDICIAL BRANCH |
|---|---|---|---|
| Federal | President of United States | Congress (House of Representatives and Senate) | U.S.Supreme Court |
| State | Governor | Legislature or Assembly | Supreme Court |
| Local | Mayor or City Manager | Council | Local District Court |
| Duties | Carries out laws | Makes laws | Makes sure laws are fair (Constitutional) |
| | Enforces laws | | Holds trials |

- o Scan local newspapers to find names of current elected and appointed officials.
- o Create a list of words and abbreviations.

| | |
|---|---|
| United States | U.S. |
| President | Pres. |
| Congress | Cong. |
| Senator | Sen. |
| Representative | Rep. |
| Judge (no abbrev.) | |
| Supreme Court | Sup. Ct. |
| District Court | Dist. Ct. |
| Governor | Gov. |
| Lieutenant Governor | Lt. Gov. |
| Mayor (no abbrev.) | |
| etc. | |

    a) Discuss when a title would be capitalized and when it would not. Write sample sentences for each.
       Ex. When Governor Hughes stood up......
       A state governor has the right to (general classification)
    b) Find examples of abbreviated and whole word usage in the newspaper, magazines, etc.

2. Use the following list to show students that er or or is often added to verbs to change them to nouns. Have students create new words.

| | | |
|---|---|---|
| Ex. | govern | governor |
| | legislate | legislator |
| | elect | elector |
| | educate | educator |
| | act | actor |
| | farm | farmer |
| | write | writer |
| | sail | sailor |
| | etc. | |

3. Select a picture from the newspaper showing government officials. Generate 10 words about the picture. Put words on board and write sentences or a summary paragraph about the picture.

4. Make a list of types of government workers. Ex: police officers, judges, etc. Categorize each worker to a branch of government. L for legislative, E for executive, and J for judicial.

5. Locate our state capital city, Annapolis, on a map of Maryland.
   - Show pictures of the capital building. (See Reference 61)
   - Read an article about the capital's significance in today's state government, as well as, its past history.

Level II.

6. Use the chart Three Branches of Government to discuss or write the answers to the following questions:
   - Who makes the laws?
   - Who runs the executive branch of the state government?
   - Who makes state laws?
   - Who enforces state laws?
   - What do you think are the advantages and disadvantages of separating government powers?
   - Which level of government affects your life the most?

7. Check newspapers for articles and pictures about state laws, elected officials, problems, etc. Express viewpoints on the political process which governs us.
   - Discuss the difference between fact and opinion.
   - Find fact and opinion words in selected articles. Generate lists of additional words (suggestion: utilize a dictionary or thesaurus)
   - Select a newspaper article and write a letter to the editor in response to the article. Include at least 3 opinions and 3 facts.
     a) Review letter format. (See Reference 45)
     b) Review relevant capitalization and punctuation rules.

8. List some of the laws of the state of Maryland (speed limits, divorces, seat belts, child seats, etc.)
   - o Propose a change in one of the laws.
   - o Write a paragraph and defend your opinion.

---

## C. FEDERAL GOVERNMENT

---

Level I.

1. List or chart the following national office holders: President U. S. Senators (MD) U.S. Representatives (MD). (See B. State Government. Activity 1)
   - o Identify the abbreviation for each position.
   - o Find the current persons who hold each position in the state of Maryland.
   - o Make a chart listing office, official title, abbreviation, and name of current official.

2. Scan newspaper articles, magazines, campaign literature, or call political offices or League of Women Voters to find information about the current President, Maryland Senators, and Representatives. Include: name, political party, sex, age, occupation before elected, etc.
   - o Make a chart listing the information for each.
   - o Draw conclusions based on the information. (Ex. All of the current officials are men. Some of the officials are black, etc.)

     Write sentences or a paragraph about the concluded information.

   - o Discuss or write about the following.
     - a) Which characteristics are shared or are common to the office holder?
     - b) Is there any characteristic that seems "essential" for all offices?
     - c) Would you say there are certain unwritten requirements for being elected to public office?

Level II.

3. Collect news articles about some of the relevant issues facing our government. (Ex: balancing the budget, crime/drugs, etc.)
   - o Underline the unknown words. Discuss pronunciation and meanings. Find 3 synonyms for each of the words. (See Voc. Booklet for activities to reinforce the voc.)
   - o From articles and T.V. news coverage, discuss the pros and cons of proposed solutions for various issues. List some solutions on board.
   - o Generate critical thinking by asking questions such as:
     - a) How do these issues and programs affect your daily lives?
     - b) Do you have any power to influence government decisions?
   - o Write short sentences or paragraphs expressing different points of view on topics. Note the opinion words used to express point of view.

4. Discuss key parts of great documents which are the basic foundation of our American government system. (Ex: Constitution, Declaration of Independence, Bill of Rights) (See Reference 62)

   o Discuss whether the ideals expressed in the Declaration of Independence are valid in today's world:

> The Declaration of Independence
>
> One of the most famous paragraphs in all of history was written by Thomas Jefferson in 1776. Here it is:
>
> We hold these truths to be self-evident: that all men are created equal; that they are endowed by their creator with certain unalienable rights; that among these are life, liberty, and the pursuit of happiness; that to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed; that whenever any form of government becomes destructive of these ends, it is the right of the people to alter or to abolish it...

      a) Answer questions such as:
         1) Are all men in fact created equal? (all men & women created equal?)
         2) How important is protection of life, liberty, and pursuit of happiness? (look up pursuit)
         3) Do people have the right to revolt against their government?
      b) Write a paragraph expressing personal opinion. Use 3 facts to support your argument.

   o Read and study the Bill of Rights. (First 10 amendments) (See Reference 62)

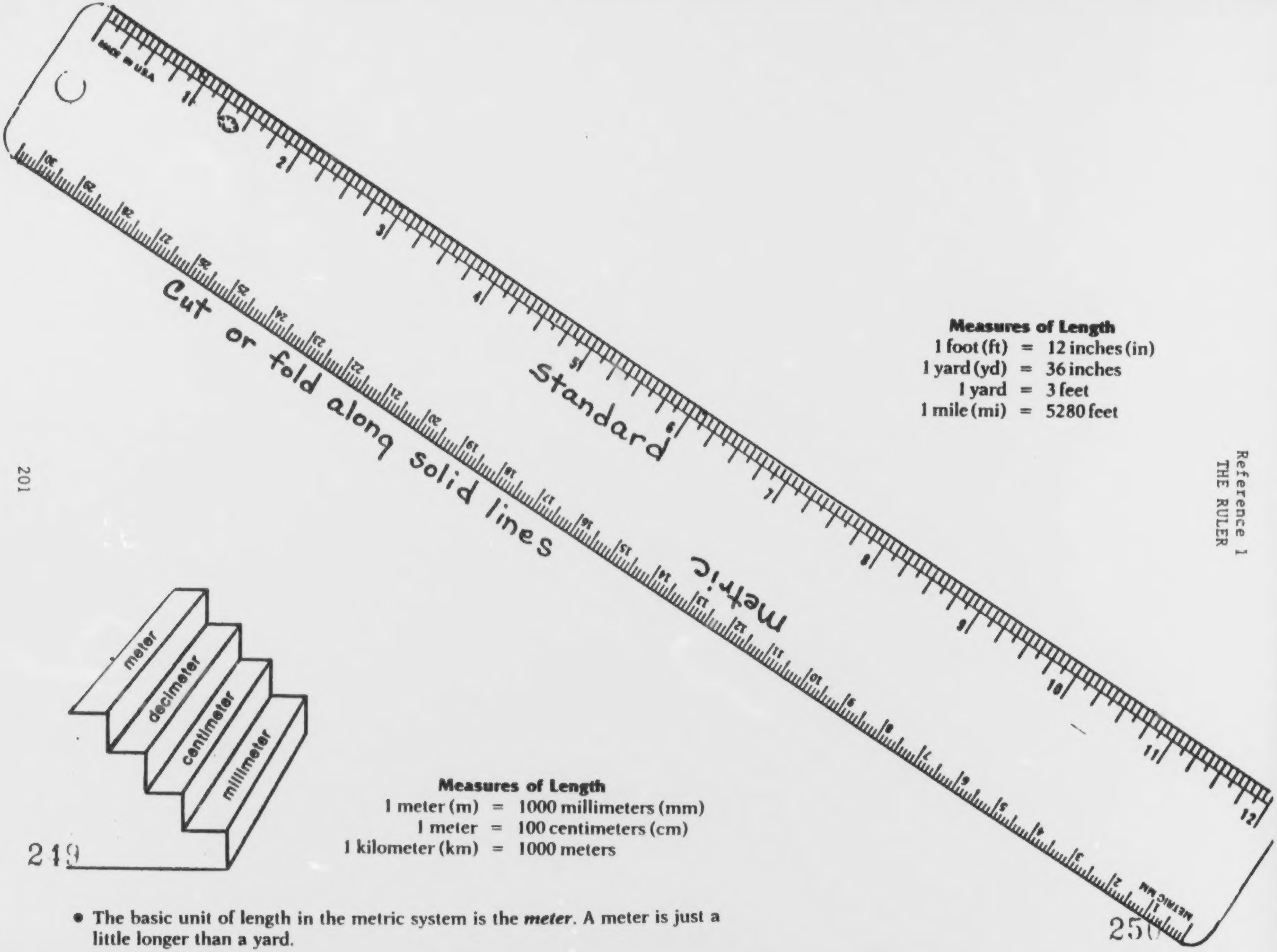
      a) Summarize the first 10 amendments by using a phrase to represent each one.
         1. Religion, speech, meeting
         2. Guns
         3. Privacy of home

5. (See also V.4.B. - State Government Suggested Activities)

# REFERENCES

# REFERENCES

1. The Ruler
2a. Mystery Map
2b. Mystery Map
3. The Thermometer (Room or Outside)
4. Coins & Currency
5. Food Shopping Ads & Coupons
6. Fast Food Menu
7. Credit Card Application
8. Charge Account Statement
9a. Catalog Buying (ordering)
9b. Catalog Buying
10. Coin Operated Machine
11. Want Ads
12. Unit Pricing & Grocery Receipt
13. Rental Agreement
14. Utility Bills
15. Mortgages
16. Home Fire Safety Check
17. Warranty
18. Care Labels & Stain Removal
19. Banking - Savings
20. Banking - Checking
21. Road Signs
22. Car Diagram
23. Automobile Accident Form
24. Time Zone Map
25. Pay Phone
26. Memo
27. Map Grid
28. Flight & Bus Schedules
29. T.V. schedule
30. Calendar
31. U.S. Map (Postal)
32. Change of Address & Money Order Forms
33. Restaurant Menu
34. Body Thermometer
35. Health Record
36. Medication & Prescription Labels
37. Four Basic Food Groups
38. Food Package Labels
39. Food Storage
40. Personal Information Form
41. Government Form 171
42. Application for Employment
43. Resume Form & Action Words
44. Newspaper Ad Abbreviations
45. Letters
46. Employee Traits (Positive & Negative)
47. Career Awareness Survey
48. Employee Forms: Pay stub, W-2, W-4
49. The Credit Union
50. Accident Report
51. Employee Time Card
52. Work Related Charts & Graphs
53. Employee Performance Evaluation
54. Origin of Political Parties & Symbols
55. Time line & Requirements of Presidency
56. Electoral College
57. When You Need a Lawyer
58. Traffic Ticket
59a. 1040 EZ Tax Return
59b. 1040 EZ Tax Return (Instructions)
60. Wage & Tax Statement and Tax Rate Schedule
61. Annapolis Map
62. Bill of Rights


MADE IN USA
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7
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9
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11
12
Standard
Cut or fold along solid lines
Metric
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**Measures of Length**

1 foot (ft) = 12 inches (in)
1 yard (yd) = 36 inches
1 yard = 3 feet
1 mile (mi) = 5280 feet

meter
decimeter
centimeter
millimeter

**Measures of Length**

1 meter (m) = 1000 millimeters (mm)
1 meter = 100 centimeters (cm)
1 kilometer (km) = 1000 meters

- The basic unit of length in the metric system is the *meter*. A meter is just a little longer than a yard.

Reference 2a

MYSTERY MAP

# Mystery Map

Complete the map on the following page, using the directions below:

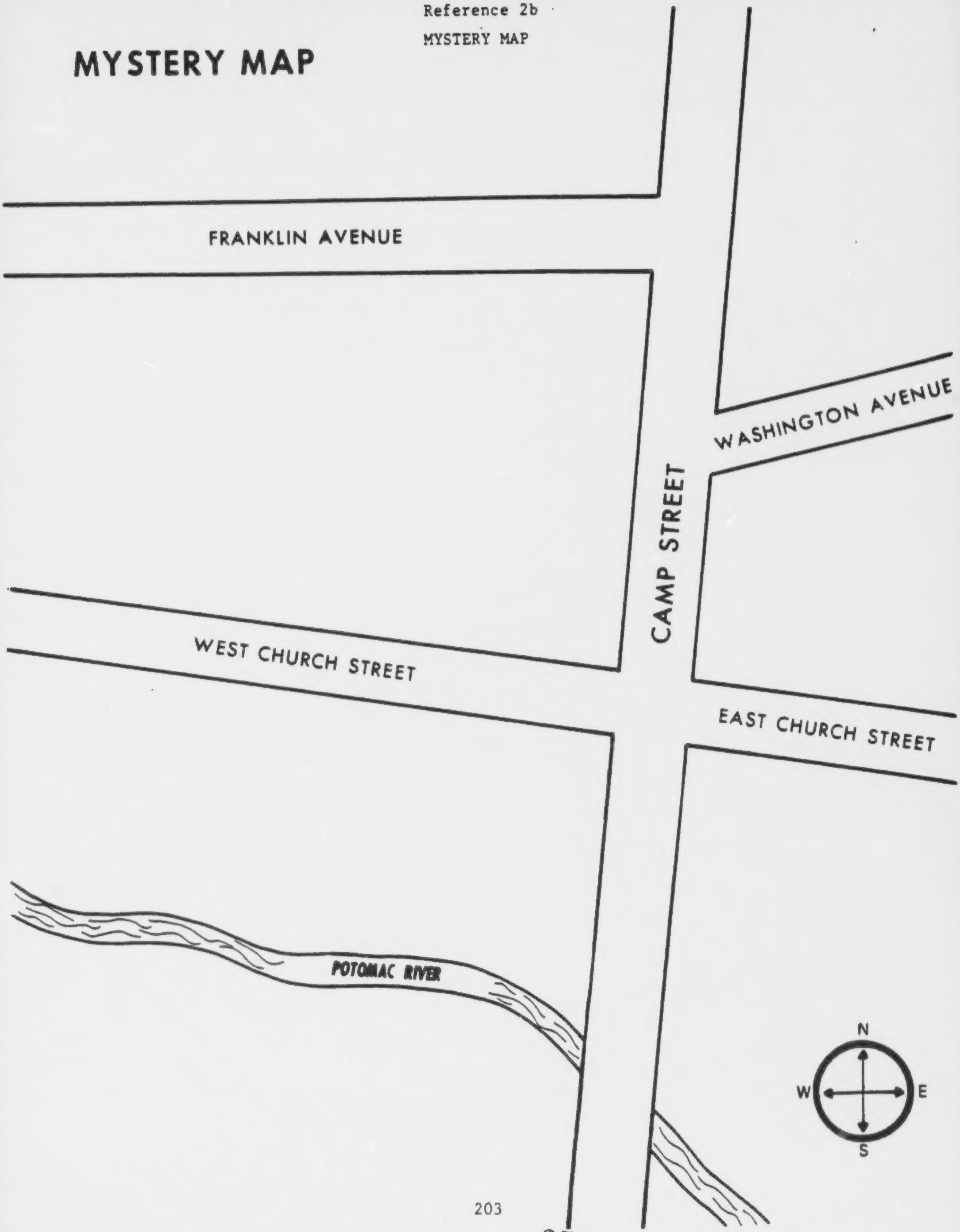
1. Make a school at the southern corner of Franklin Avenue and Camp Street.
2. Make David's house west of the school on Franklin Avenue. Color the house green.
3. Make three other homes on the south side of Franklin Avenue. Make them each a different color.
4. A bus stop is located on the north side of East Church Street, in the middle of the block. Draw it.
5. West of the bus stop is a library. Draw it.
6. In the southwest corner of the map is an airport. Draw the airport. Be sure to include some airplanes.
7. Church Street was named after the large church on the north corner of West Church and Camp Streets. Include this church on your map.
8. West of the church is your favorite hamburger stand. Draw it.
9. A supermarket is across the street from the hamburger stand. Include it on your map.
10. On the southeast corner at the intersection of Church and Camp Streets is a large park. Include a lake, picnic tables and swings in your park.

Turn your map over and write your name on the back.

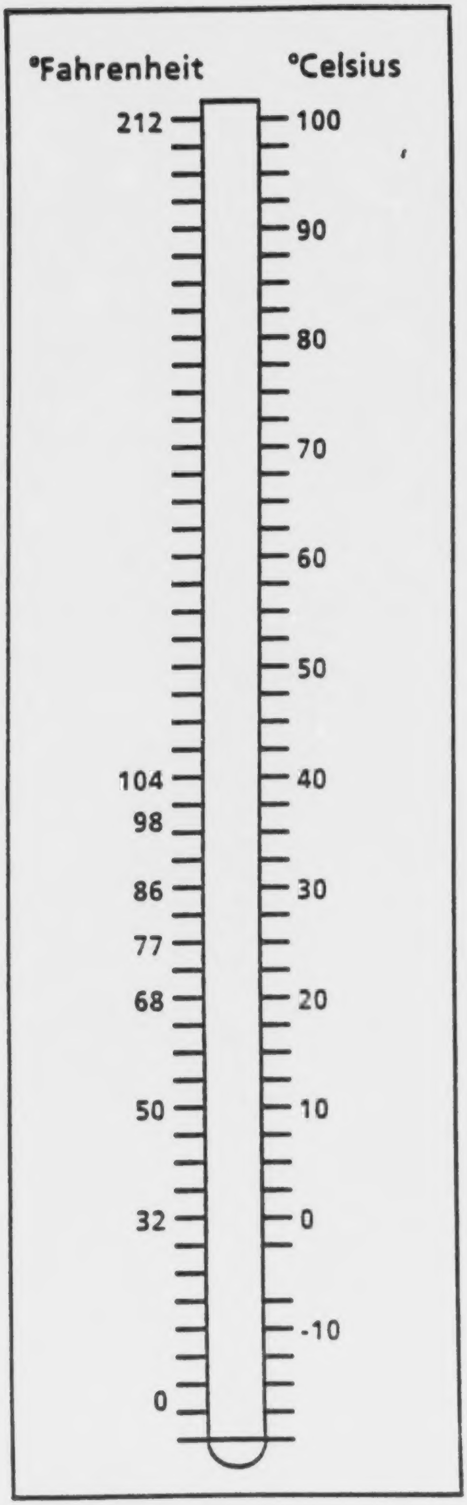
Note: Be sure to include a legend on your map.

Board of Education
Washington County
Hagerstown, MD 1974

# MYSTERY MAP


FRANKLIN AVENUE
WASHINGTON AVENUE
CAMP STREET
WEST CHURCH STREET
EAST CHURCH STREET
POTOMAC RIVER
N
W
E
S

Reference 3
THE THERMOMETER


°Fahrenheit
°Celsius
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68
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32
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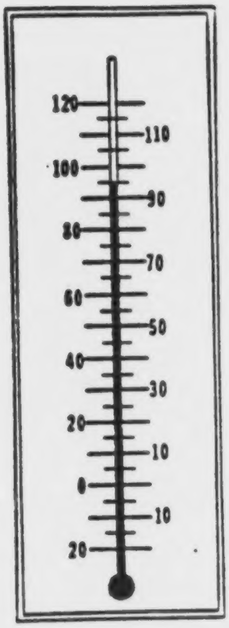
-10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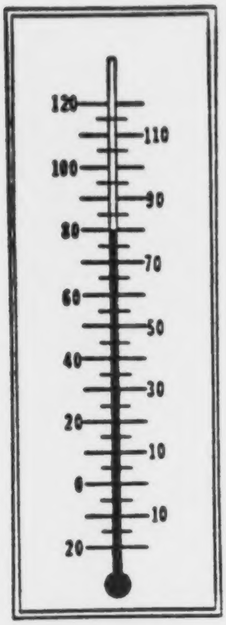
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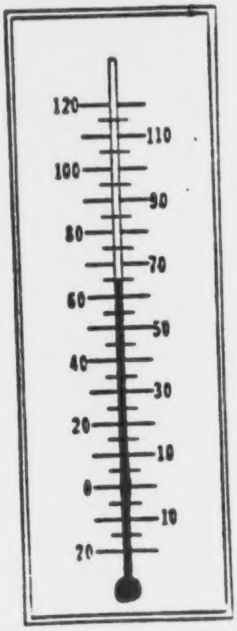
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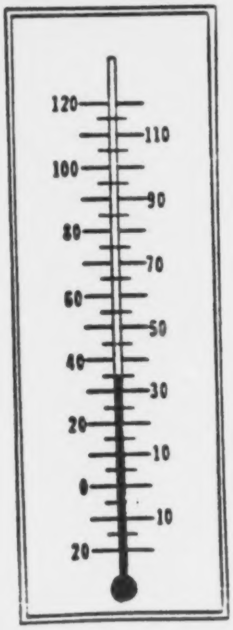
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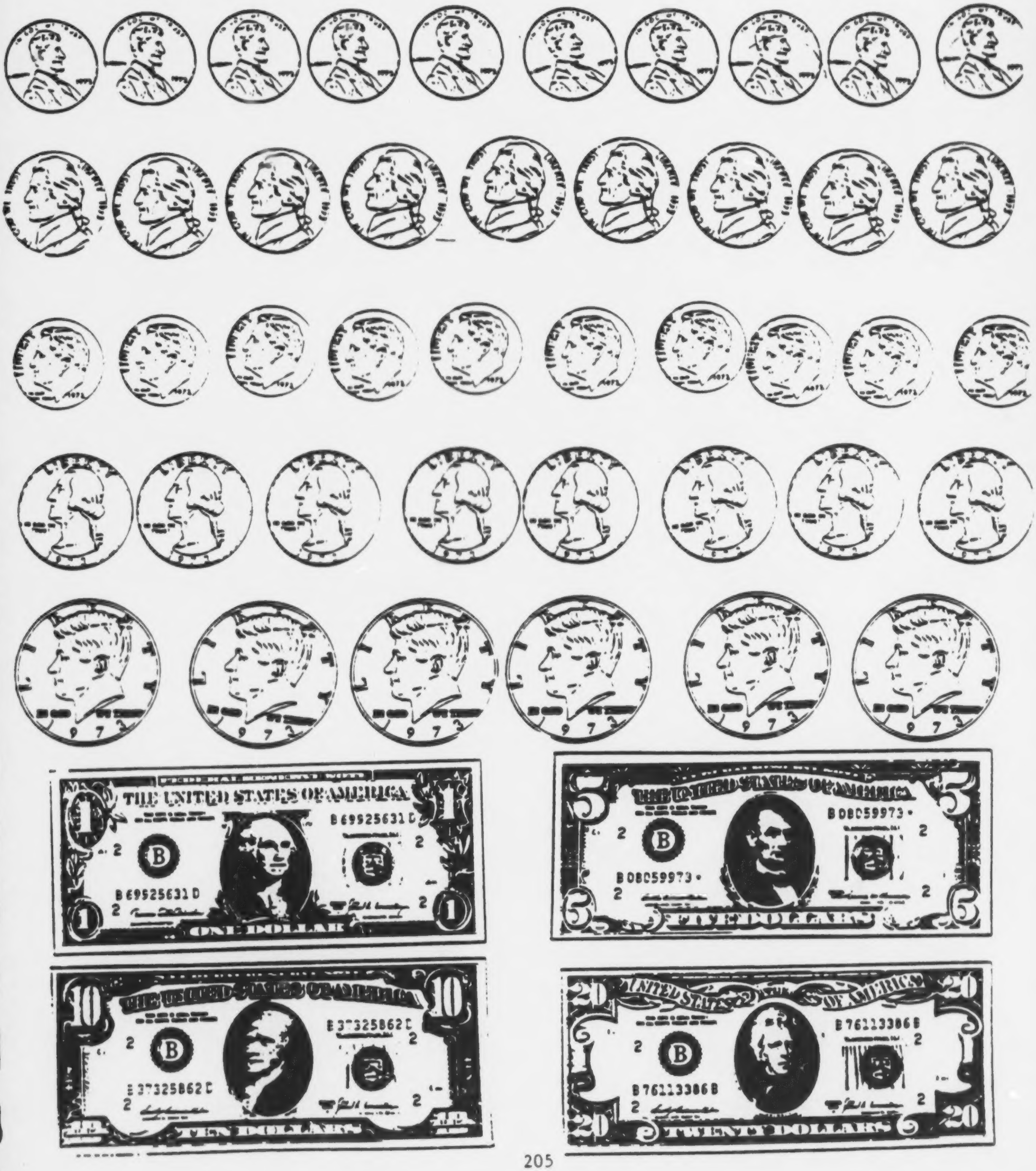
## Reference 4
## COINS & CURRENCY


LIBERTY
1973
THE UNITED STATES OF AMERICA
B 69525631 D
ONE DOLLAR
B 08059973 •
FIVE DOLLARS
B 37325862 C
TEN DOLLARS
B 76113386 B
TWENTY DOLLARS

Reference 5
FOOD SHOPPING ADS

## Chopped Ham

Oscar Mayer
Sliced

8-oz. pkg. **1.89**

## Cotto Salami

Oscar Mayer
Sliced

8-oz. pkg. **1.35**

## Betty Crocker

| Golden Pound Cake Mix | Family Size Brownie Mix |
|---|---|
| 16-oz. pkg. | 21½-oz. pkg. |
| **1.49** | **1.39** |

## Minute Maid

Concentrated
Grapefruit Juice

12-oz. can **1.59**

## Maxwell House

| Regular | Decaffeinated |
|---|---|
| Reg., EP or ADC 13-oz. can | Regular or EP 13-oz. can |
| **2.89** | **3.99** |

## Fruit Cocktail

Del Monte
Regular or Lite

8¼ to
8¾-oz. can **68¢**

MANUFACTURER'S COUPON | EXPIRES 6/30/89

**SAVE 20¢**

**ON 18 oz. OR LARGER SKIPPY® PEANUT BUTTER**

CONSUMER: [illegible]

143493

5 48001 41320 2

20¢ | MANUFACTURER'S COUPON | NO EXPIRATION DATE | 20¢

**SAVE 20¢**

on any variety of Oscar Mayer®

**COLD CUTS**

This coupon good only on purchase of product indicated. Any other use constitutes fraud. COUPON NOT TRANSFERABLE. LIMIT—ONE COUPON PER PURCHASE. TO THE RETAILER: Oscar Mayer Foods Corporation will reimburse you for the face value of this coupon plus 8¢ if submitted in compliance with OMFC Redemption Policy C-1 incorporated herein by reference. Valid only if redeemed by retail distributors of our merchandise or anyone specifically authorized by OMFC. Cash value 1/20¢. Mail to Oscar Mayer Foods Corporation, P.O. Box 213, Kankakee, IL 60902

BLC12T1700

01

5 44700 21020 3

MFR COUPON | NO EXPIRATION DATE

N817

**Save 25¢**

**when you buy any Betty Crocker® Supreme Brownie Mix**

RETAILER: General Mills will reimburse you for the face value of this coupon plus 8¢ if submitted in compliance with our redemption policy. Copies available upon request. Void if copied, prohibited or regulated. Cash value 1/100 cent. Send to GMI COUPON REDEMPTION, Box BOC, MPLS., MN 55460 or an authorized clearinghouse. ONE COUPON PER PURCHASE— Good only in USA, APO's & FPO's. 1180

5 16000 32325 9

MANUFACTURER'S COUPON | EXPIRES 3/31/89

**SAVE 50¢**

on any size can of

**Maxwell House®**

Naturally Decaffeinated
or RICH FRENCH ROAST
Ground Coffee

BLCMLSJ9

83

[illegible]

5 43000 31250 1

GENERAL FOODS CORP.

### NAME BRAND FOODS

| | | |
|---|---|---|
| IRISH SPRING<br>**BAR SOAP**<br>5 OZ<br>**2/98¢** | STARKIST<br>**TUNA**<br>6½ OZ<br>CHUNK LITE<br>**66¢** | RICHFOOD<br>**COOKIES**<br>16 OZ<br>5 VARIETIES<br>**93¢** |
| KRISPY<br>**KRACKERS**<br>SALTINES<br>SALTED OR NO SALT<br>1 LB **83¢** | CASCADE<br>**AUTO DISHWASHER**<br>65 OZ BOX **2.65** | STONE WHEAT<br>**THINS**<br>10.6 OZ.<br>**1.15** |
| TROPICANA<br>**ORANGE JUICE**<br>12 OZ<br>FROZEN<br>**99¢** | SKIPPY<br>**PEANUT BUTTERS**<br>18 OZ<br>**1.53** | PROGRESSO<br>**BRUCE YAMS**<br>29 OZ **88¢**<br>FURMANO<br>**CHICK PEAS**<br>15½ OZ **3/99¢** |

### DAIRY

| | |
|---|---|
| TROPICANA<br>PURE PREMIUM<br>**ORANGE JUICE**<br>HALF GAL. **2.28** | NEW COUNTRY<br>**YOGURTS**<br>8 OZ. CUP **3/99¢** |
| BREAKSTONE<br>**COTTAGE CHEESE**<br>LB. CUP **1.28** | ROYAL DAIRY<br>**ORANGE JUICE**<br>HALF GAL. **1.58** |

| | | |
|---|---|---|
| RICHFOOD<br>**BUTTER "AA"**<br>LB. QTRS **1.78** | ROYAL DAIRY<br>**CREAM CHEESE**<br>8 OZ BAR **79¢** | ROYAL DAIRY<br>SLICED<br>**BACON**<br>LB PKG. **1.19** |
| ROYAL<br>**BEEF FRANKS**<br>LB PKG. **1.39** | CRACKER BARREL<br>**CHEDDAR STICKS**<br>10 OZ **2.19**<br>2 KINDS | LARGE<br>**EGGS**<br>DOZ<br>**99¢**<br>GRADE "A" |

Reference 6
A MENU

BREAKFAST UNTIL 10:30 A.M.
SUNDAY UNTIL 11 A.M.

| | |
|---|---|
| Egg McMuffin | 1.15 |
| Hotcakes & Sausage | 1.25 |
| Scrambled Eggs, Sausage, Muffin, & Hash Browns | 1.60 |
| Hash Browns | .45 |
| English Muffin with Jelly | .40 |
| Cinnamon Streusel | .50 |
| Orange Juice | .45 |
| Milk | .40 |
| Coffee | .35 .45 |

## MCDONALD'S®

| | | | |
|---|---|---|---|
| Big Mac | 1.15 | Cone | .25 |
| Quarter Pounder | 1.05 | Hot Pie | .45 |
| Quarter Pounder W/Cheese | 1.20 | Soft Drinks | .45 .50 .60 |
| Hamburger | .49 | Shakes | .65 |
| Cheeseburger | .58 | Sundaes | .50 |
| Fillet-O-Fish | .75 | Milk | .40 |
| French Fries | .45 .60 | Coffee | .35 .45 |

## BIG BOY

### BIG BOY SPECIALTIES

**THE BIG BOY COMBINATION**
The fabulous BIG BOY Hamburger served with Golden Brown French Fried Potatoes and Chilled Lettuce Salad topped with our own 1000 Island or Bleu Cheese Dressing............2.70

**THE BIG BOY HAMBURGER**
Two all Beef Patties on our specially baked Sesame Seed Toasted Bun with Crisp Lettuce, tasty Cheese, Dressing, and our Special Relish..................................1.70

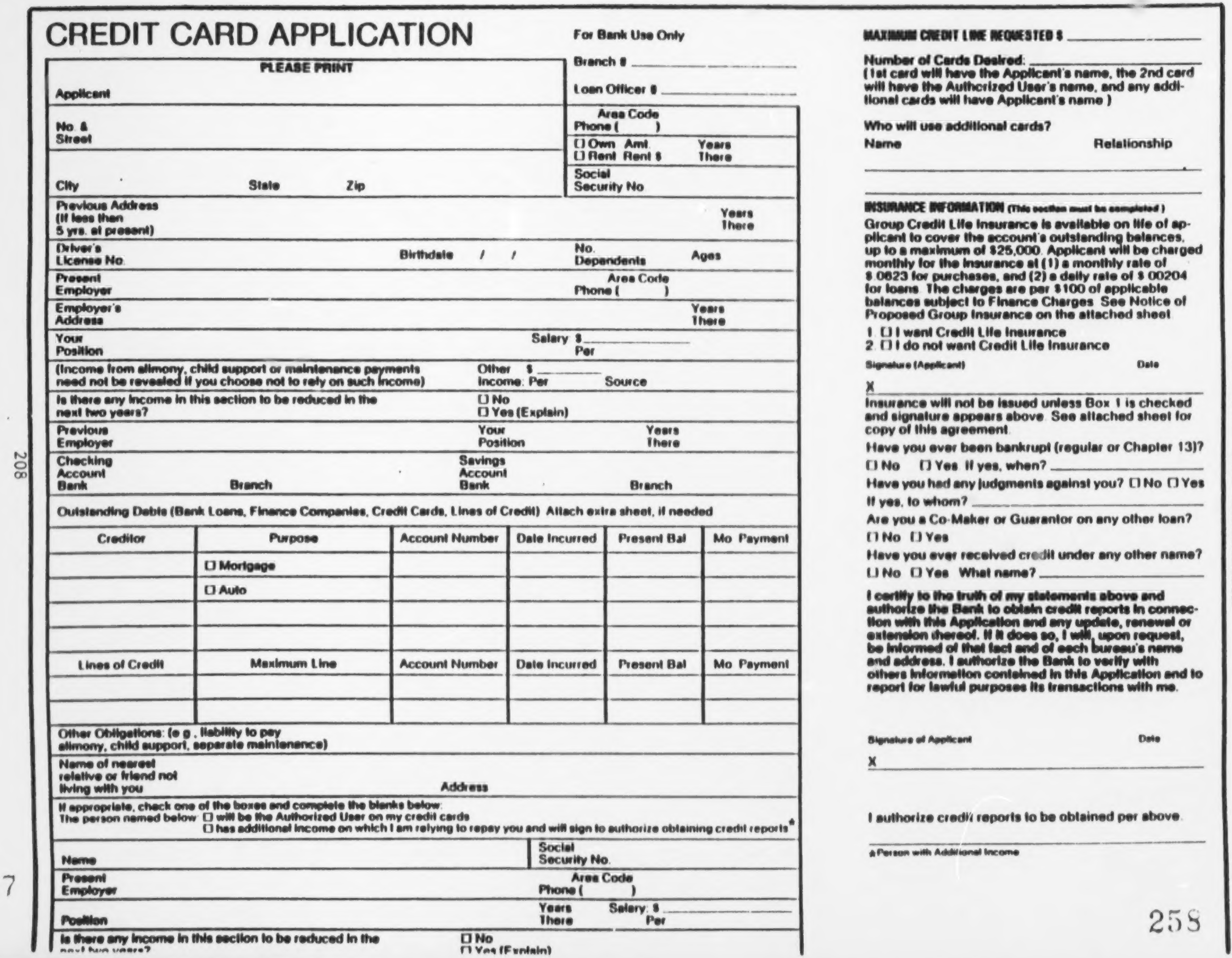
**THE BRAWNY BEEF COMBINATION**
The Brawny Beef Sandwich served with Golden Brown French Fried Potatoes and Chilled Lettuce Salad topped with our own 1000 Island or Bleu Cheese Dressing...................3.10

**THE BRAWNY BEEF**
A generous portion of Ground Beef seasoned with Chopped Onions and Spices with Crisp Lettuce and a Special Sauce on a Custom Baked Bun.............................2.10

**THE HAM 'N SWISS COMBINATION**
The Ham 'N Swiss Sandwich served with Golden Brown French Fried Potatoes and Chilled Lettuce Salad topped with our own 1000 Island or Bleu Cheese Dressing.................3.10

**THE HAM 'N SWISS**
Thinly Sliced Ham with melted Swiss Cheese, Lettuce, Tomato, and Special Sauce on a Toasted Sesame Seed Bun.................2.10

Reference 7
A CREDIT CARD APPLICATION



# CREDIT CARD APPLICATION

**PLEASE PRINT**

|  |  |
|---|---|
| Applicant | For Bank Use Only<br>Branch # ____<br>Loan Officer # ____ |
| No. & Street | Area Code Phone (     ) |
|  | ☐ Own Amt. ☐ Rent Rent $ Years There |
| City State Zip | Social Security No |

Previous Address (If less than 5 yrs. at present) Years There

Driver's License No. Birthdate / / No. Dependents Ages

Present Employer Area Code Phone (     )

Employer's Address Years There

Your Position Salary $ ____ Per

(Income from alimony, child support or maintenance payments need not be revealed if you choose not to rely on such income) Other Income: $ ____ Per Source

Is there any income in this section to be reduced in the next two years? ☐ No ☐ Yes (Explain)

Previous Employer Your Position Years There

Checking Account Bank Branch Savings Account Bank Branch

Outstanding Debts (Bank Loans, Finance Companies, Credit Cards, Lines of Credit) Attach extra sheet, if needed

| Creditor | Purpose | Account Number | Date Incurred | Present Bal | Mo Payment |
|---|---|---|---|---|---|
|  | ☐ Mortgage |  |  |  |  |
|  | ☐ Auto |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
| **Lines of Credit** | **Maximum Line** | **Account Number** | **Date Incurred** | **Present Bal** | **Mo Payment** |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

Other Obligations: (e g , liability to pay alimony, child support, separate maintenance)

Name of nearest relative or friend not living with you Address

If appropriate, check one of the boxes and complete the blanks below:
The person named below ☐ will be the Authorized User on my credit cards
☐ has additional income on which I am relying to repay you and will sign to authorize obtaining credit reports*

Name Social Security No.

Present Employer Area Code Phone (     )

Position Years There Salary: $ ____ Per

Is there any income in this section to be reduced in the next two years? ☐ No ☐ Yes (Explain)

**MAXIMUM CREDIT LINE REQUESTED $** ____

**Number of Cards Desired:** ____
(1st card will have the Applicant's name, the 2nd card will have the Authorized User's name, and any additional cards will have Applicant's name )

Who will use additional cards?

Name Relationship

____

____

**INSURANCE INFORMATION** (This section must be completed )

Group Credit Life Insurance is available on life of applicant to cover the account's outstanding balances, up to a maximum of $25,000. Applicant will be charged monthly for the insurance at (1) a monthly rate of $.0623 for purchases, and (2) a daily rate of $.00204 for loans. The charges are per $100 of applicable balances subject to Finance Charges. See Notice of Proposed Group Insurance on the attached sheet.

1. ☐ I want Credit Life Insurance
2. ☐ I do not want Credit Life Insurance

Signature (Applicant) Date

X ____

Insurance will not be issued unless Box 1 is checked and signature appears above. See attached sheet for copy of this agreement.

Have you ever been bankrupt (regular or Chapter 13)?
☐ No ☐ Yes If yes, when? ____

Have you had any judgments against you? ☐ No ☐ Yes
If yes, to whom? ____

Are you a Co-Maker or Guarantor on any other loan?
☐ No ☐ Yes

Have you ever received credit under any other name?
☐ No ☐ Yes What name? ____

**I certify to the truth of my statements above and authorize the Bank to obtain credit reports in connection with this Application and any update, renewal or extension thereof. If it does so, I will, upon request, be informed of that fact and of each bureau's name and address. I authorize the Bank to verify with others information contained in this Application and to report for lawful purposes its transactions with me.**

Signature of Applicant Date

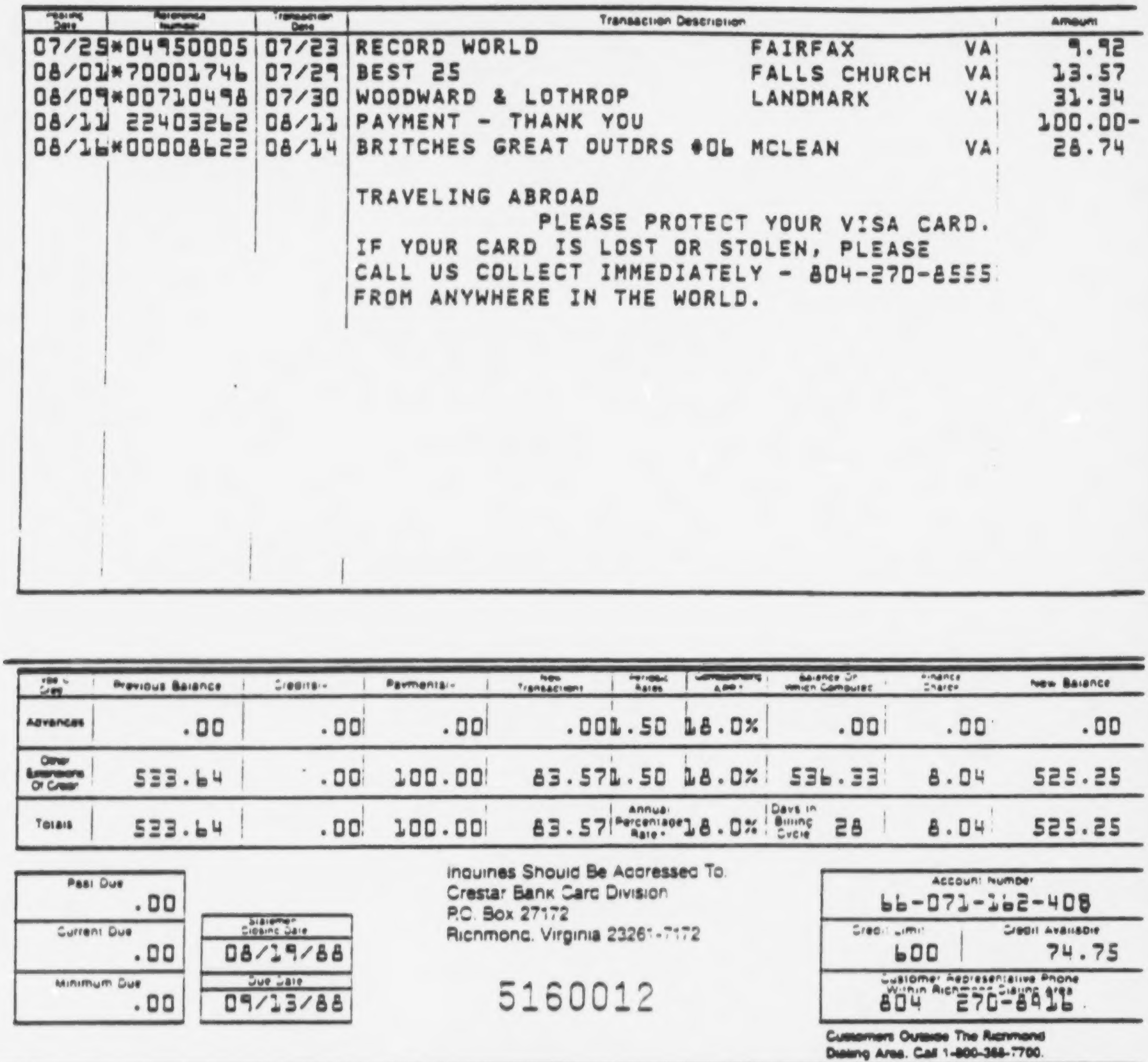
X ____

I authorize credit reports to be obtained per above.

____

*Person with Additional Income

## Reference 6
## CHARGE ACCOUNTS



| Posting Date | Reference Number | Transaction Date | Transaction Description | | | Amount |
|---|---|---|---|---|---|---|
| 07/25 | *04950005 | 07/23 | RECORD WORLD | FAIRFAX | VA | 9.92 |
| 08/01 | *70001746 | 07/29 | BEST 25 | FALLS CHURCH | VA | 13.57 |
| 08/09 | *00710498 | 07/30 | WOODWARD & LOTHROP | LANDMARK | VA | 31.34 |
| 08/11 | 22403262 | 08/11 | PAYMENT - THANK YOU | | | 100.00- |
| 08/16 | *00008622 | 08/14 | BRITCHES GREAT OUTDRS #06 | MCLEAN | VA | 28.74 |

TRAVELING ABROAD
PLEASE PROTECT YOUR VISA CARD.
IF YOUR CARD IS LOST OR STOLEN, PLEASE
CALL US COLLECT IMMEDIATELY - 804-270-8555
FROM ANYWHERE IN THE WORLD.

| Type of Credit | Previous Balance | Credits(-) | Payments(-) | New Transactions | Periodic Rates | Corresponding APR* | Balance On Which Computed | Finance Charge | New Balance |
|---|---|---|---|---|---|---|---|---|---|
| Advances | .00 | .00 | .00 | .00 | 1.50 | 18.0% | .00 | .00 | .00 |
| Other Extensions Of Credit | 533.64 | .00 | 100.00 | 83.57 | 1.50 | 18.0% | 536.33 | 8.04 | 525.25 |
| Totals | 533.64 | .00 | 100.00 | 83.57 | Annual Percentage Rate* | 18.0% | Days in Billing Cycle 28 | 8.04 | 525.25 |

| | |
|---|---|
| Past Due | .00 |
| Current Due | .00 |
| Minimum Due | .00 |

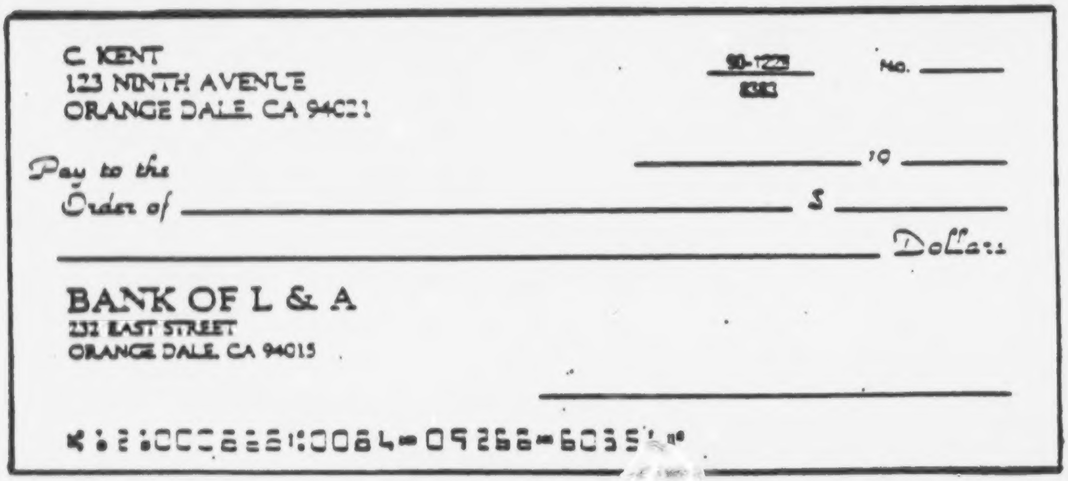
| | |
|---|---|
| Statement Closing Date | 08/19/88 |
| Due Date | 09/13/88 |

Inquiries Should Be Addressed To.
Crestar Bank Card Division
P.O. Box 27172
Richmond, Virginia 23261-7172

5160012

| | |
|---|---|
| Account Number | 66-071-162-408 |
| Credit Limit | 600 |
| Credit Available | 74.75 |
| Customer Representative Phone Within Richmond Dialing Area | 804 270-8416 |

Customers Outside The Richmond Dialing Area. Call 1-800-368-7700.



C. KENT
123 NINTH AVENUE
ORANGE DALE, CA 94021

90-1223
8383

No. ______

______ 19 ______

Pay to the Order of ______ $ ______

______ Dollars

BANK OF L & A
232 EAST STREET
ORANGE DALE, CA 94015

______

⑆1221000222⑆0084-09266-6035⑈

BEST COPY AVAILABLE

Reference 9a
CATALOG BUYING

**1 ORDERED BY** (please print)

Name ____________________

Street ____________________

City __________ State _____ Zip _______

Day Phone ( ) __________ Evening Phone ( ) __________

Check here if you would like to receive our special Christmas Gift Catalog ☐

**2 OR SHIP TO:** (use only if different from ordered by)

☐ Mr. ☐ Mrs. ☐ Ms.

Name ____________________

Street ____________________ Apt. # ______

City __________ State _____ Zip _______

Gift Card • From Message (40 character limit)

____________________

____________________

**3 ITEMS**

| Catalog Page Number | Catalog Number | Description (Specify Color Where Aplicable) | Size | Qty. | Price Each | Shipping Weight (×) Qty. | Total Price Price Each (×) Qty |
|---|---|---|---|---|---|---|---|
| 362 | 110111 | Chamois Shirt | 8 | 2 | 11.99 | 6 lbs. | 00.00 |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |

| | |
|---|---|
| Total Freight Weight | |
| Total Merchandise | |
| Sales Tax (see reverse side) | |
| Shipping Charge (see minimums) | |
| Handling Charge | 1.95 |
| Other Fees (see reverse side) | |
| Grand Total | |

## SHIPPING & HANDLING CHARGES:

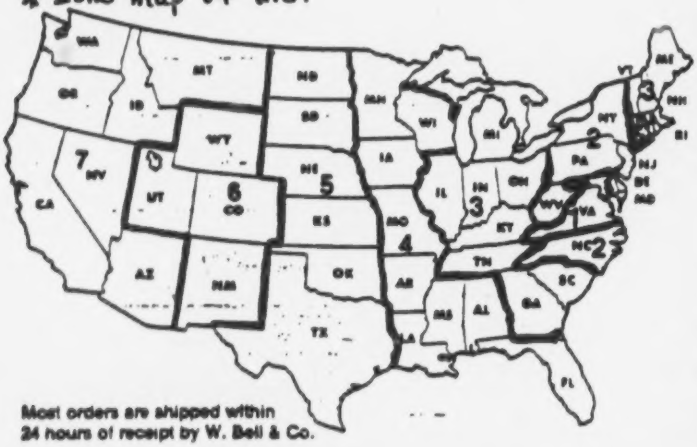
| * ZONE ▶ | 1 | 2 | 3 | 4 | 5 | 6 | 7 • |
|---|---|---|---|---|---|---|---|
| DESTINATION ▶ | [illegible] DC DE MD VA | [illegible] NJ NY PA WV | CT, GA IL, IN KY, ME MA, MI NH, OH RI, SC TN, VT | AL FL, AR IA, LA MN, MS MO, WI | [illegible] KS NE ND OK SD TX | CO NM UT WY | AK, HI ID, MT AZ, CA NV, NV OR, WA VI, PR |
| WEIGHT | | | | | | | |
| 1-5 lbs | 2.75 | 2.90 | 3.00 | 3.25 | 3.50 | 3.75 | 4.25 |
| 6-10 lbs | 3.75 | 3.90 | 4.00 | 4.25 | 5.00 | 5.35 | 6.70 |
| 11-15 lbs | 4.40 | 4.60 | 4.80 | 5.00 | 6.25 | 7.00 | 8.40 |
| 16-20 lbs | 4.75 | 5.50 | 5.60 | 6.40 | 7.80 | 9.00 | 10.60 |
| 21-25 lbs | 5.25 | 6.20 | 6.40 | 7.40 | 9.40 | 10.90 | 12.90 |
| 26-30 lbs | 5.75 | 6.70 | 7.40 | 8.50 | 10.90 | 12.75 | 15.00 |

If any items in your order weigh over 70 lbs., or have a combined height and girth measurement of 108 inches these items must be shipped by truck. We will notify you in advance and will not ship without your permission.

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| All Truck Shipments | 30.00 | 35.00 | 45.00 | 50.00 | 55.00 | 60.00 | 65.00 |

*NOTE: Individual trucking companies may charge an additional fee for deliveries to private residences.*

* Zone map of U.S.



Most orders are shipped within 24 hours of receipt by W. Bell & Co.

*Alaska, Hawaii, Puerto Rico and all U.S. island possessions are Zone 7.

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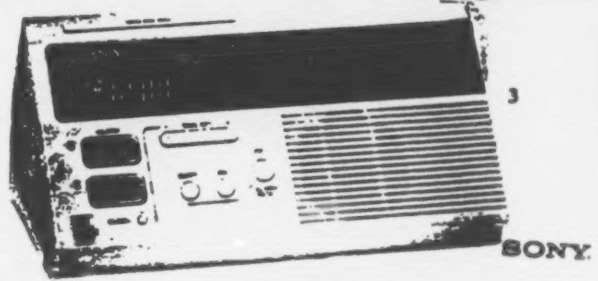
## Reference 9b
## CATALOG BUYING

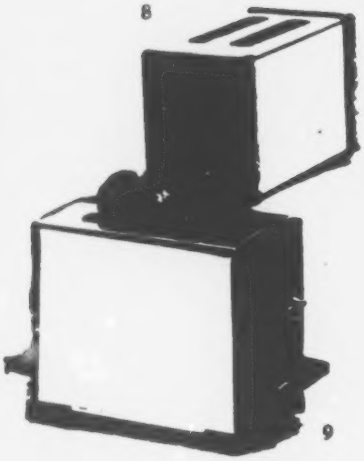
Panasonic
1

1 Panasonic RX-FM16 Mini AM/FM Stereo Cassette Recorder. 2-way, 4-speaker system, auto reverse cassette deck; 8 combination equalizer. Ambiance stereo. Needs 6 "D" batteries. 6 lbs.
▲264865 $89.95† ______________Your Price $74.99
2 Sharp QT-250BK AM/FM Cassette Recorder. 2-way, 4-speaker system. Variable sound monitoring system. AC/battery. Needs 6 "D" batts. 5 lbs
▲264555 $59.95† ______________Your Price $49.99



3 Sony ICF-C221W Dream Machine® AM/FM Clock Radio. Dual alarms; dual real time and alarm time display; snooze and sleep functions. Battery backup. Needs one 9v battery. 3 lbs.
▲817953 $44.95 ______________Your Price $39.99

4 "Country Kitchen" Tea Kettle. Porcelain enamel on steel. 1-1/2-qt. capacity. Blue speckle. 3 lbs
225002 $19.99† ______________Your Price $16.99

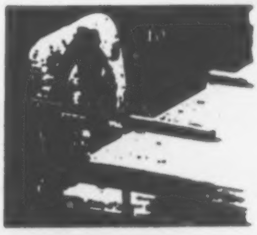


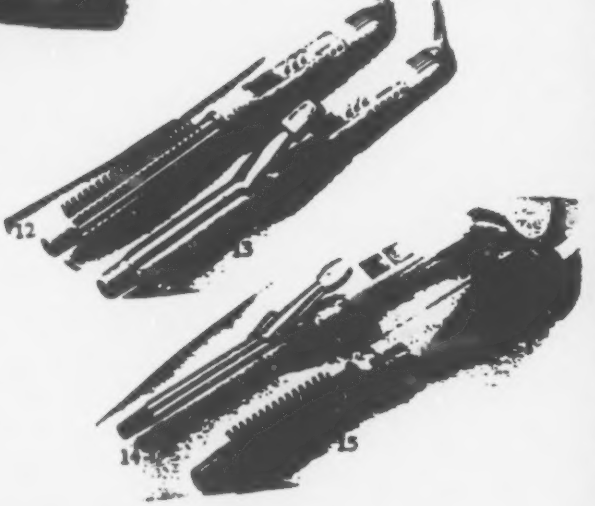
5 Wenzel Internal Frame Pack. Waterproof nylon. Shoulder straps; suede leather bottom. 4 lbs
432622 $49.95† ______________Your Price $39.99
6 Teardrop School Pack. Waterproof, coated nylon. Padded shoulder straps. 1 lb.
604992 $12.95† ______________Your Price $9.99
7 Square School Pack. Waterproof, coated nylon. Reflective safety stripe. 1 lb
491675 $34.95† ______________Your Price $22.99

8 Sunbeam 20180 Electronic 2-Slice Toaster. Wide toast wells with pastry setting. Single slice indicator. Hinged, snap-down crumb tray. 4 lbs.
▲784168 $19.95† ______________Your Price $16.99

9 Farberware 292 2-Slice Toaster. Thermostat gauges moisture and heat settings. Set for pastry or frozen foods. Convenient stay-cool front, back and handles. 4 lbs.
▲701173 $17.95† ______________Your Price $14.99

10 Graco Tot-Loc™ Portable High Chair. Clamps on table top 5/8" to 2-¼" thick. Grips protect table. 9 lbs.
975575 $29.95† ___Your Price $22.99
11 Penny Ellen My Chair™ Portable High Chair. Baby's weight holds chair firmly to table. Folds. 4 lbs.
525618 $17.95† ___Your Price $14.99





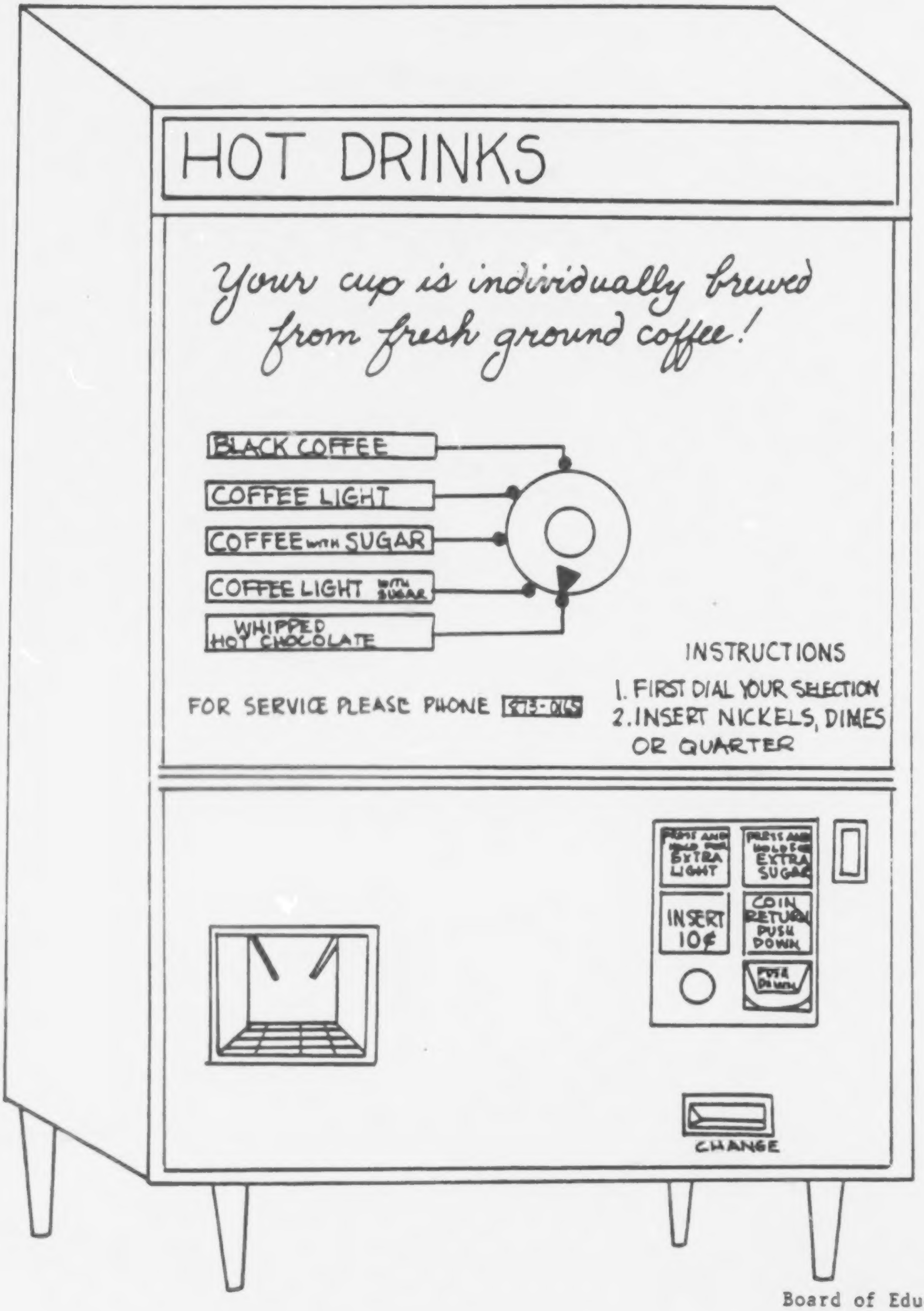
12 Windmere SensorMatic Curling Brush. Instant heat. 3/4" chrome barrel brush with epoxy tips. Safety auto shut-off. Full indicator lights. 1 lb.
252131 $17.95† ______________Your Price $14.99

13 Windmere WSI-1 SensorMatic Curling Iron. Instant heat. 3/4" chrome barrel with epoxy tips. Safety auto shut-off. Full indicator lights. 1 lb.
252166 $17.95† ______________Your Price $14.99

14 Vidal Sassoon Mini Curling Iron. Instant heat. Auto shut off feature. 1/2" chrome barrel. 1 lb.
291692 $17.95† ______________Your Price $14.99

15 Vidal Sassoon VS-171 Hot Air Styling Brush. Air flow for drying and styling damp hair. 2 lbs.
252018 $16.95† ______________Your Price $14.99

## Reference 10
## A COIN OPERATED MACHINE


HOT DRINKS
Your cup is individually brewed from fresh ground coffee!
BLACK COFFEE
COFFEE LIGHT
COFFEE with SUGAR
COFFEE LIGHT with SUGAR
WHIPPED HOT CHOCOLATE
FOR SERVICE PLEASE PHONE
INSTRUCTIONS
1. FIRST DIAL YOUR SELECTION
2. INSERT NICKELS, DIMES OR QUARTER
EXTRA LIGHT
EXTRA SUGAR
INSERT 10¢
COIN RETURN PUSH DOWN
CHANGE

Board of Education
Washington County
Hagerstown, MD 197

## Reference 11
## WANT ADS

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1200-1299 Business Real Estate
1300-1399 Financial
1400-1499 Transportation

**Aviation, Boats, Recreational Vehicles and Motorcycles**
**See Sports Section**

### MERCHANDISE
### 200-299

**POLE BUILDINGS**
Completely erected. Overhead and entrance doors included. All sizes. Variety of colors. Order now before the SPRING RUSH. Call CHAPARAL BUILDINGS. 1-800-772-0072 anytime. Builder License #MHIC 25543.

**RADAR DETECTOR:** "Escort" - Cincinnati Microwave. Like new condition, hardly used. Less than one year old. New $250 - for sale $195. Call Mark. 256-3925, days. (Gaithersburg).

**REFRIGERATOR AND MISCELLANEOUS:** Also Upright freezer, two bucket seats for full-size van, iron stove, and iron jockey driveway ornament. (301) 951-5528, evenings and weekends (Bethesda)

**REFRIGERATOR:** Fifteen cubic feet, gold. $125. Laz, 921-9400 or 963-3269. (Gaithersburg).

**REFRIGERATOR:** Ford Philco. Avocado. Frost free freezer with ice maker. Very good condition. 19 inch. $75 or best offer. 942-5281

**RING:** Beautiful, large, precious opal surrounded by half carat diamond. Must see. Absolutely gorgeous. Valued at $2100. Will part for $1000/best offer. 990-0673, leave message

**TIRES:** Four Armstrong tires. 37x14.50x15. Two of them are almost new. $250 or best offer. Call (301) 253-0242, after 5:00 pm. (Gaithersburg)

**TRUCK CAP:** Eight foot fiberglass with windows-/screens, $450. Ariens lawn tractor with new bagger, ten horsepower, used two years, under warranty, $1,450. Black and Decker drill and jigsaw, $20/each. Bumper pool table with top, $150. (301) 293-3590 after 6:00 pm. (Middletown)

Adapted from CASAS

### TRANSPORTATION
### 1400-1499

BUICK '80 Skylark Super $3495 589-8850.

CHEVROLET '80 Camaro new tires. AmFm cass. $2900/BO 755-4696.

CORVETTE '75, 4spd, 44K exc. cond. $9999, Nancy 707-585-1421.

DATSUN '82 219 htchbk. super cond/lo mi. $6500. 346-2429.

DODGE '78 Colt, 4 spd, 41K miles. $2500/BO. 571-9724.

FORD '78 Pinto 42Kmi, $1790, orig ownr, exc. 521-2674.

HONDA '82 Accord LX 5sp. ac. ps. Cass, 44Kmi $6000 991-2335.

MAZDA '75 RX4 Gd. cond. 4sp. $1800/BO 461-4358.

MERCURY '77 Monarch Excel cond. $2500 bst offr 886-4205.

OLDSMOBILE '75 Cutlass A/C. PS/PB, A/T. Lo mi. Exc. cond. $1195/bo 873-6474.

### EMPLOYMENT
### 900-999

MACHINIST experienced on lathes, mills, drills. Good wages, benefits. Apply in person or call Mr. Thomas at 348-1207.

BABYSITTERS-- Agency will find you jobs. Bring references. Home Jobs, 736 W. 3rd St.

CASHIER-- Restaurant Nights. Good pay. Call after 5: 428-1199.

BUS DRIVER for private school. Part time. Good driving record needed. Apply at Neighborhood School, 28 Skyline Ave. 282-8097.

**BEAUTICIANS**
Ref. req. 2 yrs. exp. Downtown 567-0034.

MECHANIC Immediate opening for expd person w/smog license. Ref & job history req. 829-7809.

WAITRESSES-- Salary plus good tips. Min. 3 yrs exper. Apply in person bet. 4-6 p.m. Tu-Sa, 3104 Geward Ave.

SECRETARY-- 60 w.p.m. required, shorthand not nec. Weekdays p.t. Call 534-9876.

### RENTALS 1000-1075

$425 Lg. garden stu. Free utils. Agt. 563-1018 Fee

$450 Sunset 1br near Beach + Pk. Yd. Pets. Agt. 563-0618. Fee

$470 up. Studio, incl hea Spacious, very nice, hrdwd flrs, secure bldg. 839 Post. 441-4707

$550-$700 Lg. studio, 1B quiet, laund. nr park. 346-0365

$600 2br, gdn, wtr/garb pd. HOMEFINDERS fee. 885-1068

$600 1 BR, cpts/drps, nr trans. garage 474-4104

$625 1BR, pool, lndry, prkg, cpts, drps, elev. 661-9757

$650-$700 Attrac. 3rms 2 wall beds, w/w cpts, lndry. 433-2222

$675 lg. 1BR, newly remod, w/w cpt, frplc, yc lndry, nr. park & trans. No pets. 752-6399

$725 1BR. Sun deck. Crpts, drps, frplc. lndry, parking avail. 668-1202

$750 2BR with private grg. Lg country kitch with frpl. Beautifully redec. 864-8560

$650 1br. + den. Roof, deck, view, storage. Best loc. Opn Sat 1-3 1430 Oai 752-9188

$700 1 bedroom. Contemporary, spotless. AEK. Pool, patio, 9 mo term. 885-3424

$725 Nice sunny 3 rms. deck. stv/frig. 552-6393

# UNIT PRICING

Reference 12
UNIT PRICING & GROCERY RECEIPT

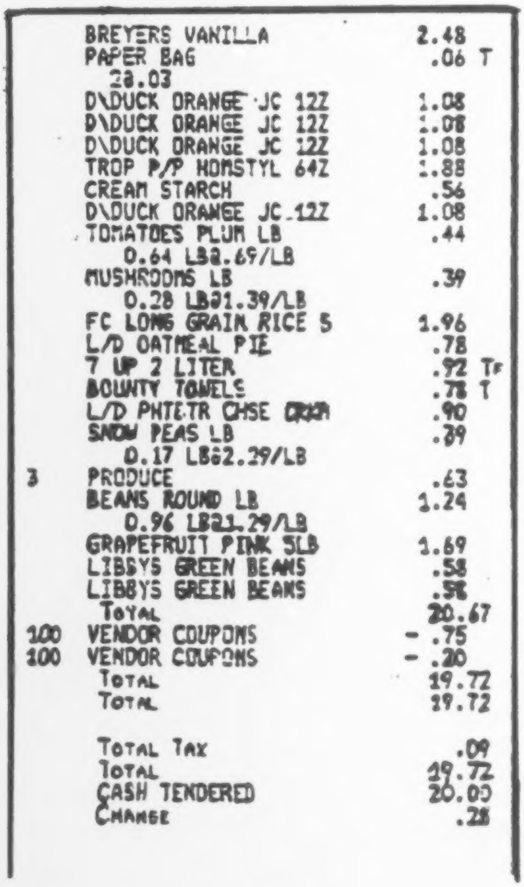
**Unit pricing is a way to compare prices for different brands and/or sizes of the same type of product.**

**The unit price is given in one of four ways:**

1. ***Price per pound (weight) for products like peanut butter.***
2. ***Price per quart (volume) for products like cooking oil.***
3. ***Price per 100 count (number) for products like aspirin.***
4. ***Price per 100 square feet (length & width) for products like paper towels.***

Use the grocery tape to answer the following questions.

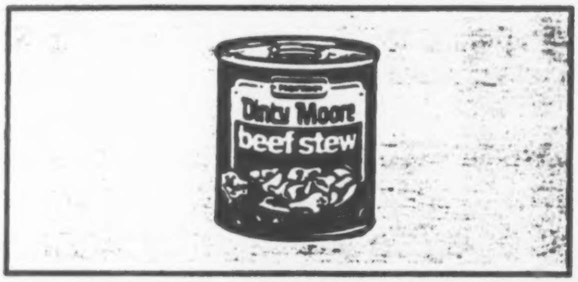
1. Which items are taxable? Why
2. How much is orange juice per ounce?
3. How much is grapefruit per pound?
4. Which items are sold by the pound?
5. Did the coupons make a difference on this bill? Without them, could you have paid with a $20 dollar bill?



```
      BREYERS VANILLA                2.48
      PAPER BAG                       .06 T
        20.03
      D\DUCK ORANGE JC 12Z           1.08
      D\DUCK ORANGE JC 12Z           1.08
      D\DUCK ORANGE JC 12Z           1.08
      TROP P/P HOMSTYL 64Z           1.88
      CREAM STARCH                    .56
      D\DUCK ORANGE JC 12Z           1.08
      TOMATOES PLUM LB                .44
         0.64 LB@.69/LB
      MUSHROOMS LB                    .39
         0.28 LB@1.39/LB
      FC LONG GRAIN RICE 5           1.96
      L/D OATMEAL PIE                 .78
      7 UP 2 LITER                    .92 TF
      BOUNTY TOWELS                   .78 T
      L/D PHTETR CHSE [illegible]     .90
      SNOW PEAS LB                    .39
         0.17 LB@2.29/LB
3     PRODUCE                         .63
      BEANS ROUND LB                 1.24
         0.96 LB@1.29/LB
      GRAPEFRUIT PINK 5LB            1.69
      LIBBYS GREEN BEANS              .58
      LIBBYS GREEN BEANS              .58
       TOTAL                        20.67
100   VENDOR COUPONS               - .75
100   VENDOR COUPONS               - .20
       TOTAL                        19.72
       TOTAL                        19.72

       TOTAL TAX                      .09
       TOTAL                        19.72
       CASH TENDERED                20.00
       CHANGE                         .28
```

## Better Buy?



**7½ oz. DINTY MOORE BEEF STEW**

| YOU PAY | UNIT PRICE |
|---|---|
| 85¢ | $1.81 PER POUND |

**24 oz. GIANT FOOD BEEF STEW**

| YOU PAY | UNIT PRICE |
|---|---|
| $1.65 | $1.10 PER POUND |

Reference 13
RENTAL AGREEMENT

Address: 280 Kellogg
Apt. No.: 1

## RENTAL AGREEMENT

NAME Karen Marx

Number of Occupants to Live in Apartment 1 Number that are children 0

EMPLOYER NAME

ADDRESS

NO. OF YEARS ______ PHONE ______ NO. OF YEARS ______ PHONE ______

NEXT OF KIN Robert Marx ADDRESS

YOUR PRESENT ADDRESS ______ PHONE ______

APARTMENT DESIRED: Efficiency ______ 1 Bedroom X 2 Bedroom ______ 3 Bedroom ______

Furnished X Unfurnished ______

MOVE IN DATE August 1, 1980 MONTHLY RENTAL $95

I understand and agree to the following terms:

1. (We) agree to occupy the apartment and pay rent for a minimum of six months.

2. An initial payment of $ 100 is required in addition to the rent for the first month. Twenty-five dollars ($25.00) of such payment shall be kept by the landlord as a fee for the processing of this application. The balance of such payment shall be retained by the landlord, in trust, to secure the performance of this rental agreement.

3. The rental period will be on a calendar month basis. If occupancy begins on any day other than the first day of a calendar month, the first month's rent will be prorated on a daily basis (30 days per month) to the last day of the current month. A minimum of one calendar month written notice is required. There is no proration of the last month's rent and the security deposit shall not be applied by the tenant to rent.

4. RENT IS DUE ON THE FIRST DAY OF EACH MONTH. MAXIMUM INTEREST PROVIDED BY LAW WILL BE CHARGED FOR DELINQUENT RENT NOT RECEIVED BY THE LANDLORD. EVICTION PROCEEDINGS MAY BE TAKEN IF THE RENT IS NOT RECEIVED BY THE FIRST DAY OF EACH MONTH.

5. It is expressly understood that the following types of pets are not permitted: mammals, rodents, snakes and predatory birds.

6. Tenant agrees to promptly pay for any damage done to the premises which might occur during the course of this rental period, and will permit inspection of the premises at our request.

7. No painting or papering of walls by tenant without manager's consent.

8. The apartment may be used as a personal residence only. No commercial or unlawful use of the apartment is permitted. No subletting or additional tenants are permitted without consent of management.

9. Forwarding address must be left with management and all keys returned.

10. It is understood that if in the opinion of the owners of the herein described property, the tenants hereto cause any disturbance, they will vacate said apartment upon 3-day written notice and Tenant will be refunded on a peroatum basis.

11. The rent can be adjusted by owner with one month written notice to the tenant. These adjustments will apply to similar apartments in the project.

12. No Water Beds are permitted.

The undersigned understands the above terms and agrees that any violation of the above can result in forfeiture of deposit subject to the provisions of Senate File 1004, Acts of the 65th General Assembly of Iowa.

Company Name Gribb Construction

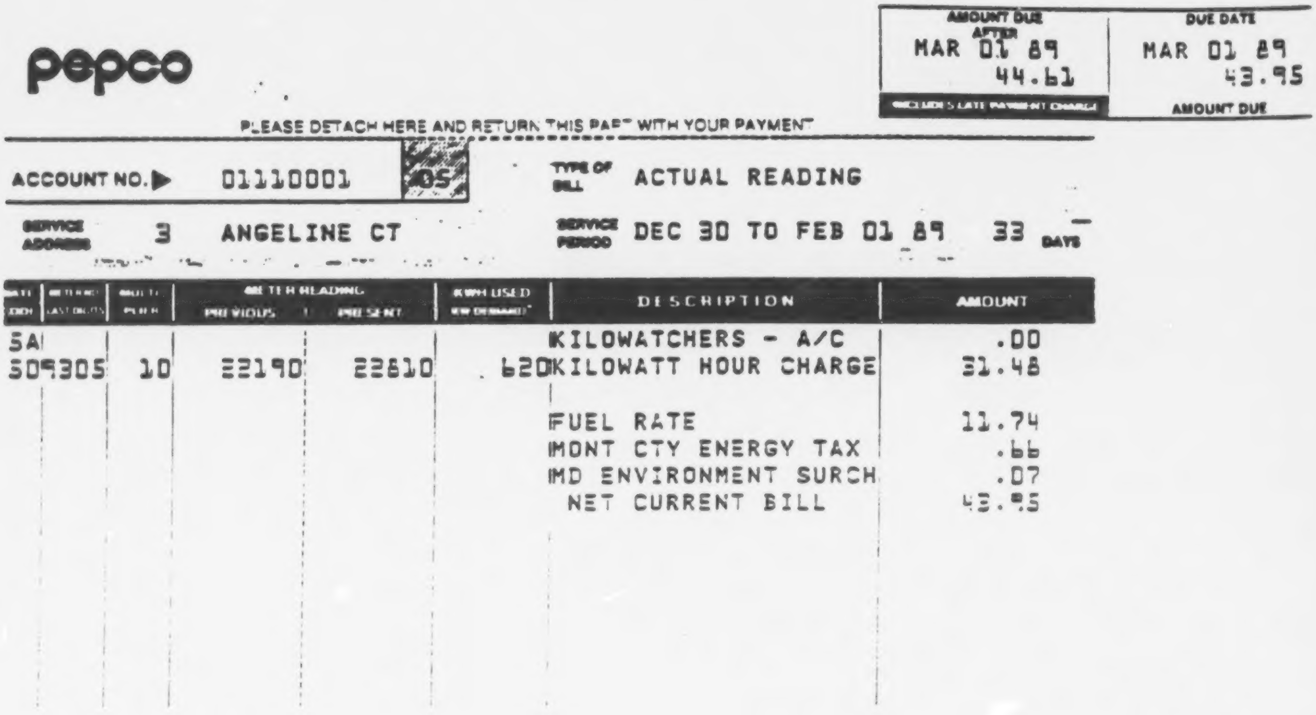
Tenant Karen Marx

Date Signed July 18, 1980

Approved: Jon O'Neille
Manager

______
Apartments Supervisor

Reference 14
UTILITY BILLS



**pepco**

| AMOUNT DUE AFTER | DUE DATE |
|---|---|
| MAR 01 89<br>44.61 | MAR 01 89<br>43.95 |
| INCLUDES LATE PAYMENT CHARGE | AMOUNT DUE |

PLEASE DETACH HERE AND RETURN THIS PART WITH YOUR PAYMENT

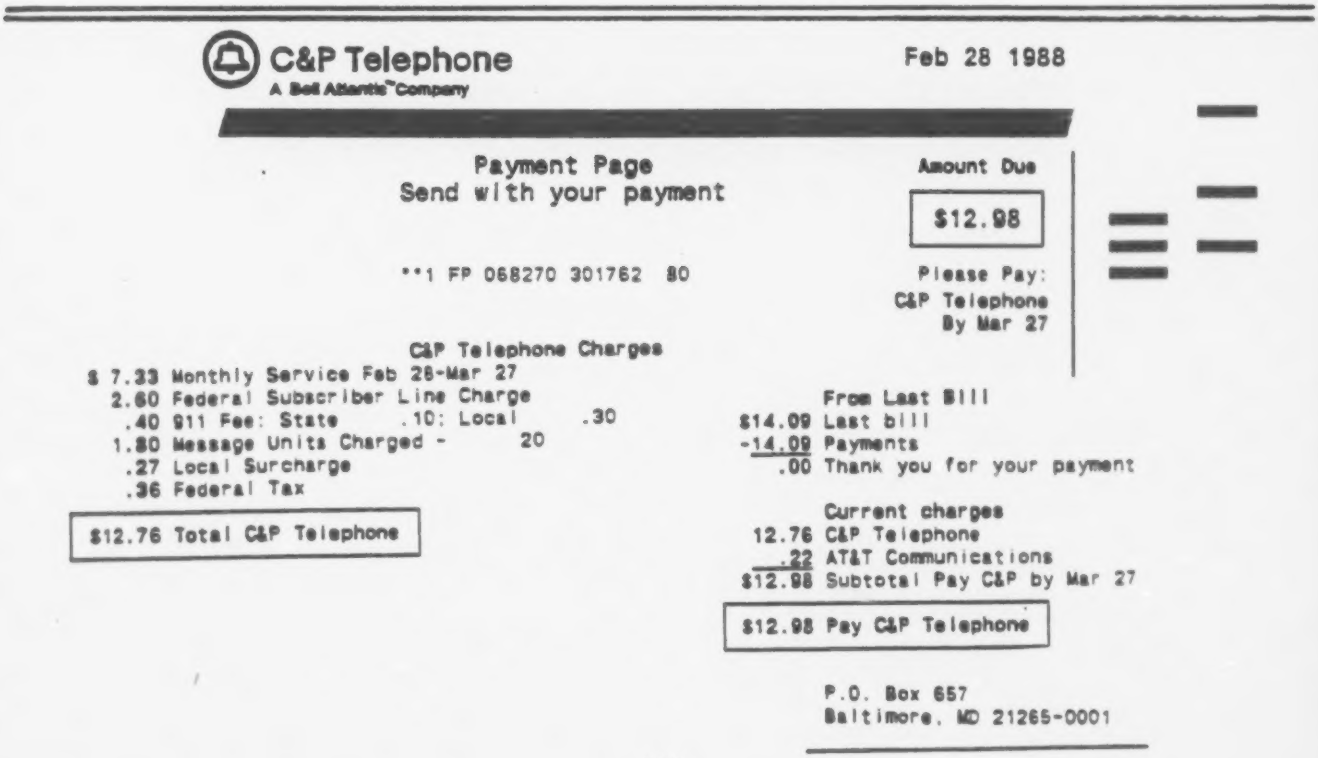
ACCOUNT NO. ▶ 01110001 05

TYPE OF BILL ACTUAL READING

SERVICE ADDRESS 3 ANGELINE CT

SERVICE PERIOD DEC 30 TO FEB 01 89 33 DAYS

| RATE CODE | METER NO. LAST DIGITS | MULTIPLIER | METER READING PREVIOUS | METER READING PRESENT | KWH USED KW DEMAND | DESCRIPTION | AMOUNT |
|---|---|---|---|---|---|---|---|
| 5A | | | | | | KILOWATCHERS - A/C | .00 |
| 509305 | | 10 | 22190 | 22610 | 620 | KILOWATT HOUR CHARGE | 31.48 |
| | | | | | | FUEL RATE | 11.74 |
| | | | | | | MONT CTY ENERGY TAX | .66 |
| | | | | | | MD ENVIRONMENT SURCH | .07 |
| | | | | | | NET CURRENT BILL | 43.95 |



**C&P Telephone**
A Bell Atlantic™ Company

Feb 28 1988

**Payment Page**
Send with your payment

Amount Due
$12.98

**1 FP 068270 301762 80

Please Pay:
C&P Telephone
By Mar 27

C&P Telephone Charges

| | |
|---|---|
| $ 7.33 | Monthly Service Feb 28-Mar 27 |
| 2.60 | Federal Subscriber Line Charge |
| .40 | 911 Fee: State .10: Local .30 |
| 1.80 | Message Units Charged - 20 |
| .27 | Local Surcharge |
| .36 | Federal Tax |
| $12.76 | Total C&P Telephone |

From Last Bill

| | |
|---|---|
| $14.09 | Last bill |
| -14.09 | Payments |
| .00 | Thank you for your payment |

Current charges

| | |
|---|---|
| 12.76 | C&P Telephone |
| .22 | AT&T Communications |
| $12.98 | Subtotal Pay C&P by Mar 27 |
| $12.98 | Pay C&P Telephone |

P.O. Box 657
Baltimore, MD 21265-0001

## Reference 15
## MORTGAGES

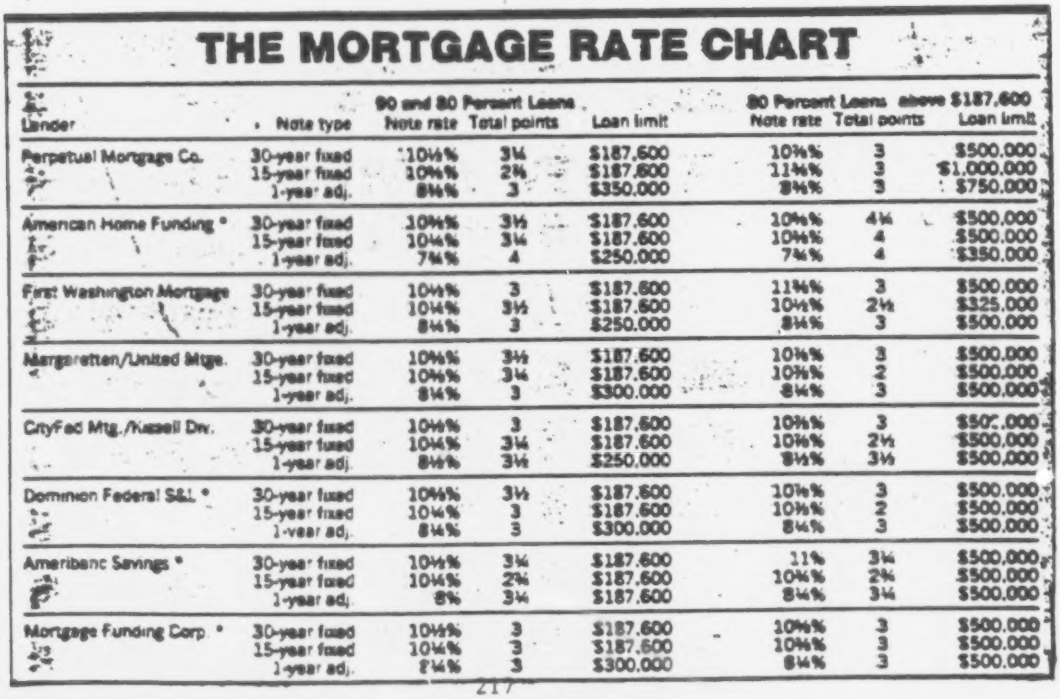
**Conventional Loans** These are loans from a bank or a savings and loan association. The size of the down payment is not the same in every bank. The size of the down payment also changes with national business conditions. These down payments are usually higher than with an FHA or a VA loan.

**FHA Loans** These loans are insured by the Federal Housing Authority. This insurance makes it easier for people who do not have large savings. There are usually smaller down payments than with a conventional loan. The monthly payments are also lower. There is a longer time to pay the loan back. It takes some time to have an FHA loan approved.

**VA Loans** These are insured by the Veterans Administration. To get a VA loan, you must be a veteran of the United States armed forces, or a member of the veteran's family. VA loans have many advantages. Sometimes no down payment is needed. Again, the monthly payments are lower than with a conventional loan. A veteran needs to get a document from the VA. The document will say the person can have a VA loan.

**Can you shop around for a mortgage?**

You not only can shop around, you should. You looked around for the right home. Now you should look for the right mortgage. One place may give you better terms than another. It may give you a lower interest rate. It may have lower down payments. It may charge less points to help you get an FHA or a VA loan.



THE MORTGAGE RATE CHART

| | | 90 and 80 Percent Loans | | | 80 Percent Loans above $187,600 | | |
|---|---|---|---|---|---|---|---|
| Lender | Note type | Note rate | Total points | Loan limit | Note rate | Total points | Loan limit |
| Perpetual Mortgage Co. | 30-year fixed | 10½% | 3¼ | $187,600 | 10⅝% | 3 | $500,000 |
| | 15-year fixed | 10¼% | 2¾ | $187,600 | 11¼% | 3 | $1,000,000 |
| | 1-year adj. | 8¼% | 3 | $350,000 | 8½% | 3 | $750,000 |
| American Home Funding * | 30-year fixed | 10⅝% | 3½ | $187,600 | 10⅝% | 4¼ | $500,000 |
| | 15-year fixed | 10¼% | 3¼ | $187,600 | 10½% | 4 | $500,000 |
| | 1-year adj. | 7¾% | 4 | $250,000 | 7¾% | 4 | $350,000 |
| First Washington Mortgage | 30-year fixed | 10½% | 3 | $187,600 | 11⅛% | 3 | $500,000 |
| | 15-year fixed | 10¼% | 3½ | $187,600 | 10½% | 2½ | $325,000 |
| | 1-year adj. | 8¼% | 3 | $250,000 | 8¼% | 3 | $500,000 |
| Margaretten/United Mtge. | 30-year fixed | 10⅝% | 3½ | $187,600 | 10⅝% | 3 | $500,000 |
| | 15-year fixed | 10⅝% | 3¼ | $187,600 | 10⅝% | 2 | $500,000 |
| | 1-year adj. | 8¼% | 3 | $300,000 | 8¼% | 3 | $500,000 |
| CityFed Mtg./Kassell Div. | 30-year fixed | 10½% | 3 | $187,600 | 10⅝% | 3 | $500,000 |
| | 15-year fixed | 10¼% | 3¼ | $187,600 | 10⅝% | 2½ | $500,000 |
| | 1-year adj. | 8½% | 3½ | $250,000 | 8½% | 3½ | $500,000 |
| Dominion Federal S&L * | 30-year fixed | 10⅝% | 3½ | $187,600 | 10⅞% | 3 | $500,000 |
| | 15-year fixed | 10¼% | 3 | $187,600 | 10⅜% | 2 | $500,000 |
| | 1-year adj. | 8¼% | 3 | $300,000 | 8¼% | 3 | $500,000 |
| Ameribanc Savings * | 30-year fixed | 10½% | 3¼ | $187,600 | 11% | 3¼ | $500,000 |
| | 15-year fixed | 10¼% | 2¾ | $187,600 | 10¼% | 2¾ | $500,000 |
| | 1-year adj. | 8% | 3¼ | $187,600 | 8¼% | 3¼ | $500,000 |
| Mortgage Funding Corp. * | 30-year fixed | 10½% | 3 | $187,600 | 10⅝% | 3 | $500,000 |
| | 15-year fixed | 10¼% | 3 | $187,600 | 10⅝% | 3 | $500,000 |
| | 1-year adj. | 8¼% | 3 | $300,000 | 8¼% | 3 | $500,000 |

Reference 16

# HOME FIRE SAFETY CHECKLIST

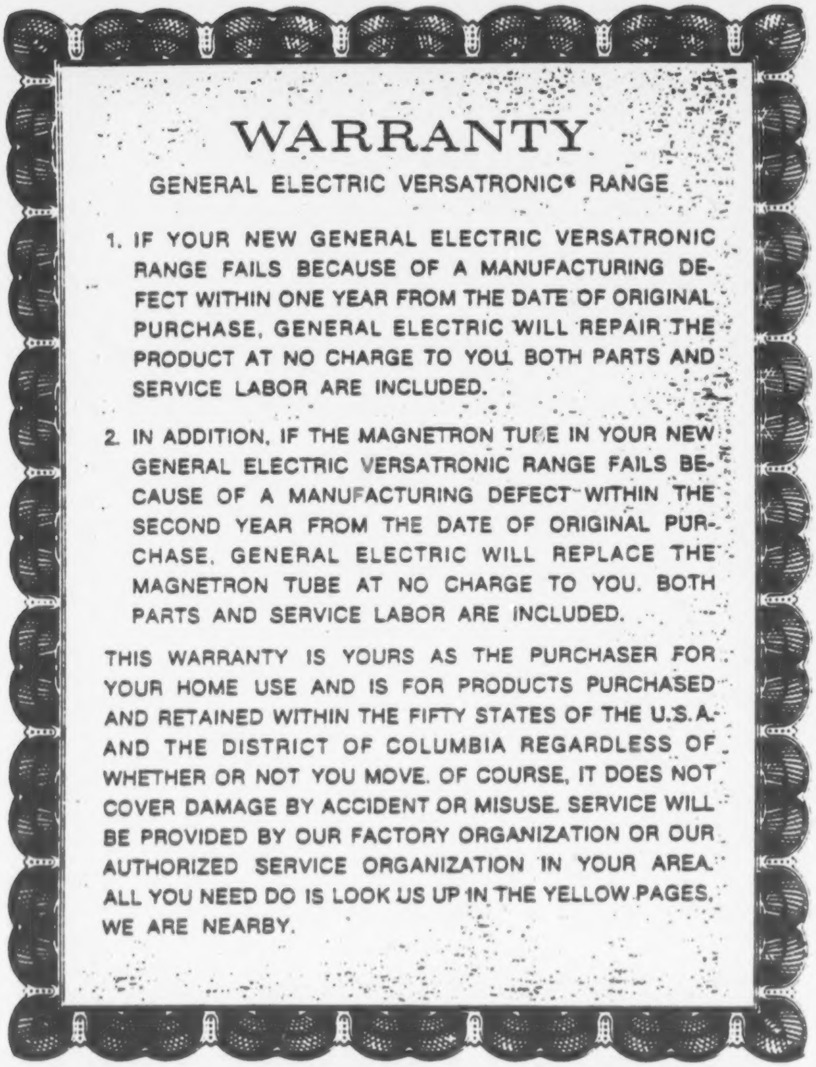
| | Yes | No | |
|---|---|---|---|
| **House-keeping Hazards** | ___ | ___ | Exit pathways are kept clear of stored materials? |
| | ___ | ___ | Gasoline is always kept in a safety can with a self-closing lid? |
| | ___ | ___ | Used rags, papers, and other combustibles are discarded promptly? |
| | ___ | ___ | Every fireplace is covered with a metal fire screen? |
| | ___ | ___ | Lids on leftover solvents, cleaners, and paints are tightly closed? |
| | ___ | ___ | Gasoline is never used as a cleaner? |
| | ___ | ___ | Leaves and other debris are removed promptly from your property? |
| **Matches/ Smoking Hazards** | ___ | ___ | Matches are always kept out of the reach of young children? |
| | ___ | ___ | Matches and cigarettes are completely out before you throw them away? |
| | ___ | ___ | "No smoking in bed" is a firm rule for everyone in the home? |
| | ___ | ___ | Every room in your home has plenty of large, stable, fire-proof ashtrays |
| **Electrical Hazards** | ___ | ___ | You have special, dedicated circuits for heavy duty appliances? |
| | ___ | ___ | Extensions cords are never put under rugs, through doors, or stepped on? |
| | ___ | ___ | All appliances & cords have the UL (Underwriters Laboratories) Label? |
| | ___ | ___ | Only qualified electricians are allowed to work on home wiring? |
| | ___ | ___ | You do not use multiple attachments on a single electrical outlet? |
| | ___ | ___ | You only replace fuses with like-rated fuses? |
| **Cooking/ Heating Hazards** | ___ | ___ | Is your stove, oven and broiler clean and free of grease? |
| | ___ | ___ | Are curtains and towels near stoves tied so they are not close to burners |
| | ___ | ___ | Heating equipment has the UL (Underwriters Laboratories) Label? |
| | ___ | ___ | Are flammable materials kept away from portable heaters? |
| | ___ | ___ | Do you have your heating system inspected at the beginning of every seasc |
| **In Case Of Fire** | ___ | ___ | Do you have a fire escape plan and practice it regularly? |
| | ___ | ___ | Fire Department and Ambulance phone numbers near each phone? |
| | ___ | ___ | Everyone know where the nearest fire alarm box is located? |
| | ___ | ___ | If you have children, do babysitters know what to do in case of fire? |
| | ___ | ___ | Have you taught your children how to call the Fire Department? |
| | ___ | ___ | Are your fire extinguishers checked and smoke detectors tested regularly? |

Every No Answer Endangers Your Home And Loved Ones!

WASHINGTON SUBURBAN SANITARY COMMISSION

**WSSC**

## Reference 17
## WARRANTY

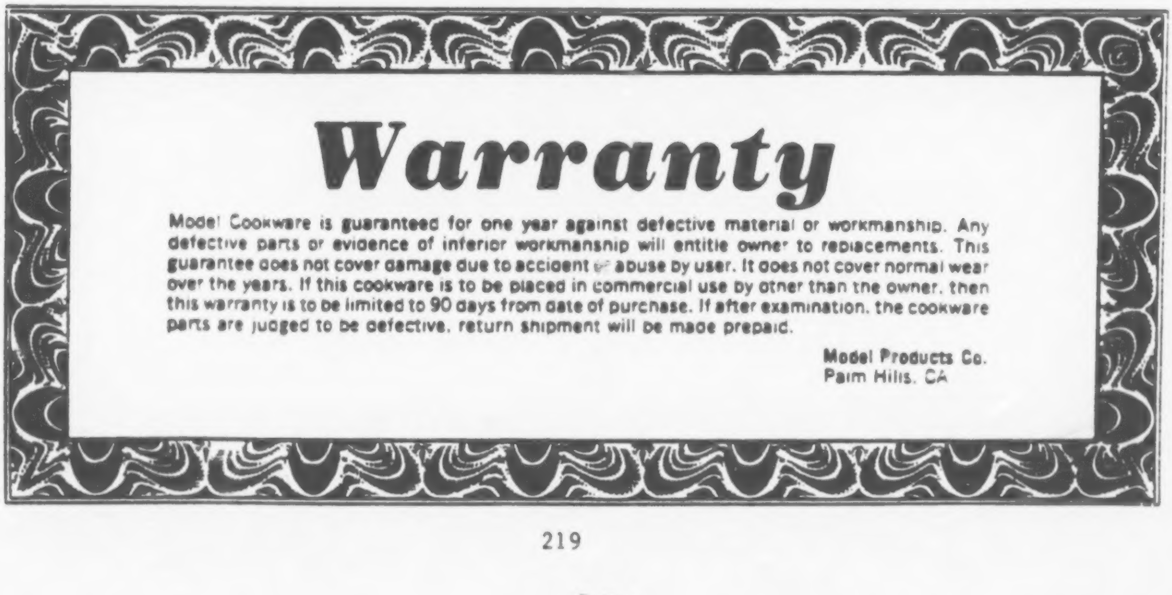


### WARRANTY

GENERAL ELECTRIC VERSATRONIC® RANGE

1. IF YOUR NEW GENERAL ELECTRIC VERSATRONIC RANGE FAILS BECAUSE OF A MANUFACTURING DEFECT WITHIN ONE YEAR FROM THE DATE OF ORIGINAL PURCHASE, GENERAL ELECTRIC WILL REPAIR THE PRODUCT AT NO CHARGE TO YOU. BOTH PARTS AND SERVICE LABOR ARE INCLUDED.
2. IN ADDITION, IF THE MAGNETRON TUBE IN YOUR NEW GENERAL ELECTRIC VERSATRONIC RANGE FAILS BECAUSE OF A MANUFACTURING DEFECT WITHIN THE SECOND YEAR FROM THE DATE OF ORIGINAL PURCHASE, GENERAL ELECTRIC WILL REPLACE THE MAGNETRON TUBE AT NO CHARGE TO YOU. BOTH PARTS AND SERVICE LABOR ARE INCLUDED.

THIS WARRANTY IS YOURS AS THE PURCHASER FOR YOUR HOME USE AND IS FOR PRODUCTS PURCHASED AND RETAINED WITHIN THE FIFTY STATES OF THE U.S.A. AND THE DISTRICT OF COLUMBIA REGARDLESS OF WHETHER OR NOT YOU MOVE. OF COURSE, IT DOES NOT COVER DAMAGE BY ACCIDENT OR MISUSE. SERVICE WILL BE PROVIDED BY OUR FACTORY ORGANIZATION OR OUR AUTHORIZED SERVICE ORGANIZATION IN YOUR AREA. ALL YOU NEED DO IS LOOK US UP IN THE YELLOW PAGES, WE ARE NEARBY.



### Warranty

Model Cookware is guaranteed for one year against defective material or workmanship. Any defective parts or evidence of inferior workmanship will entitle owner to replacements. This guarantee does not cover damage due to accident or abuse by user. It does not cover normal wear over the years. If this cookware is to be placed in commercial use by other than the owner, then this warranty is to be limited to 90 days from date of purchase. If after examination, the cookware parts are judged to be defective, return shipment will be made prepaid.

Model Products Co.
Palm Hills, CA

Reference 18

CLOTHING CARE LABELS

### Care Labels — Washing

| When the label says | It means |
|---|---|
| HAND WASH | Don't wash it in a machine.<br>Wash and rinse it by hand. |
| MACHINE WASHABLE | Wash it in a machine. |
| COLD WASH | Wash it in cold water, not warm or hot. |
| MACHINE WASH WARM | Wash it in warm water, not hot or cold. |
| MACHINE WASH MEDIUM | |
| GENTLE CYCLE | Set the machine for a slow wash cycle.<br>Or wash it by hand. |
| DELICATE | |
| WASH SEPARATELY<br>COLOR MAY BLEED | Wash it alone or with things that are close to the same color. |
| DRY CLEAN ONLY | Don't wash it with water.<br>Take it to the cleaners. |
| DO NOT BLEACH | Don't add bleach to the wash water. |
| NO BLEACH | |

# MARY ELLEN'S GUIDE TO REMOVING STUBBORN STAINS FROM YOUR LAUNDRY

**ALCOHOLIC BEVERAGES** The remedy is to soak *(fresh)* stains in cold water with a few tablespoons of glycerin (a drugstore item). Then rinse in water to which you've added ½ cup vinegar.

**BLOOD** Bloodstains can be removed with hydrogen peroxide. (A nurse taught me this trick.) But you must act quickly. It's not as effective on a bloodstain that has begun to dry. Or use **Z'Out** or **Magic Wand.**

**GRASS STAINS** I know it's spring when I see the first grass stain on my son Andrew's clothes. After checking for colorfastness, try applying rubbing alcohol, then flushing with cold water. You may need a few drops of ammonia to finish the job. **Z'Out** and **Magic Wand** are good commercial solutions.

**GREASE SPOTS** It takes grease to remove grease! Use a few drops of coconut or banana oil, then mild suds. Or rub dishwashing liquid (Sunlight or Dawn) on the spot right away, then launder as usual. **Z'Out** or **Magic Wand** will also do the trick.

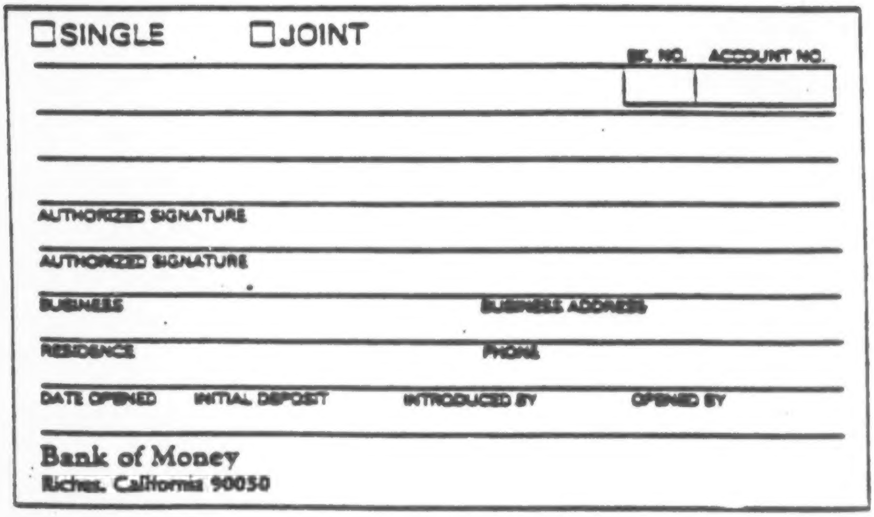
**GUM** Freeze article, then chip off as much as you can with a dull knife. Let article come to room temperature, then dampen a cloth with a dry-cleaning solution or lighter fluid and clean off the residue. Or use **De-Solve-It.**

**HAIR-COLORING SPATTERS** Does the dye fly when you do your hair? Tilex removes hair-coloring tint on your towels and clothing.

**INK STAINS** *Ballpoint:* Squirt a generous amount of cheap hair spray directly on the spot. Then rub with a clean, dry cloth. If some still remains, try a full-strength dose of rubbing alcohol. (Among synthetic fabrics, this method works best on polyester. Rayon, acetate and Celanese should be dry-cleaned.) **Magic Wand** also works for this kind of problem.

Reference 19
BANKING/SAVINGS

## Signature Card



☐SINGLE ☐JOINT

BK. NO. ACCOUNT NO.

AUTHORIZED SIGNATURE

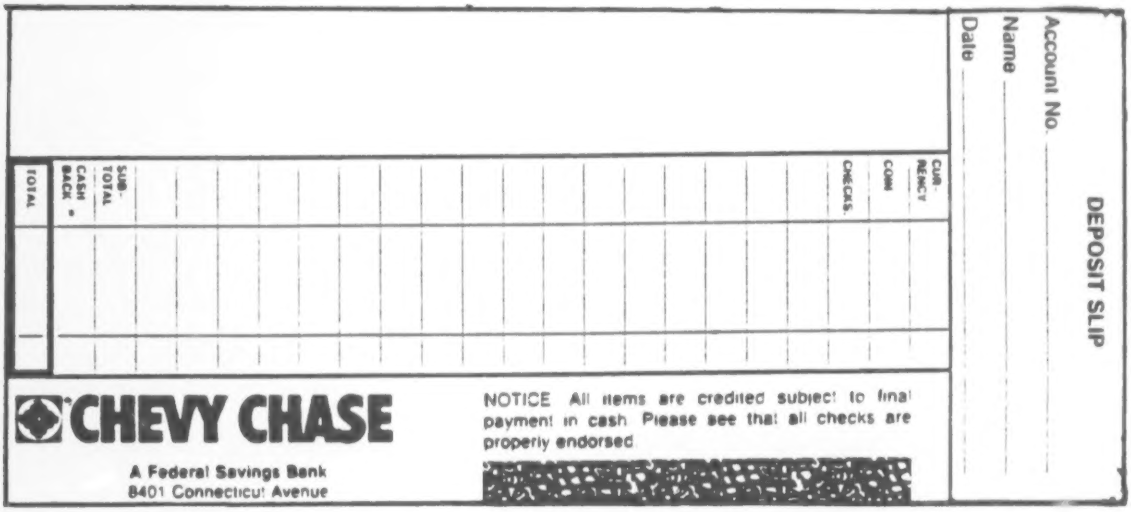
AUTHORIZED SIGNATURE

BUSINESS BUSINESS ADDRESS

RESIDENCE PHONE

DATE OPENED INITIAL DEPOSIT INTRODUCED BY OPENED BY

**Bank of Money**
Riches, California 90050



DEPOSIT SLIP

Account No.

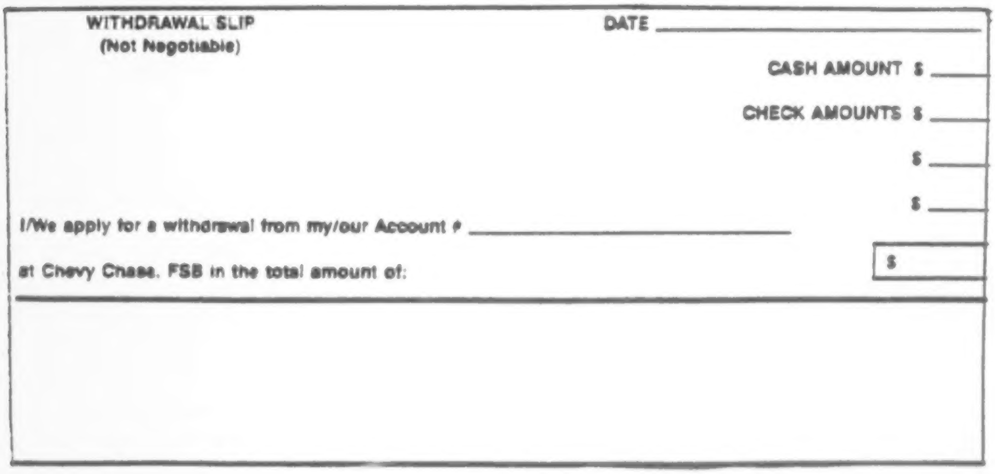
Name

Date

| CUR-RENCY | COIN | CHECKS | | | | | | | | | | | | | | | | SUB-TOTAL | CASH BACK * | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | | | | | | | | | | |

**CHEVY CHASE**
A Federal Savings Bank
8401 Connecticut Avenue

NOTICE All items are credited subject to final payment in cash. Please see that all checks are properly endorsed.



WITHDRAWAL SLIP
(Not Negotiable)

DATE

CASH AMOUNT $

CHECK AMOUNTS $

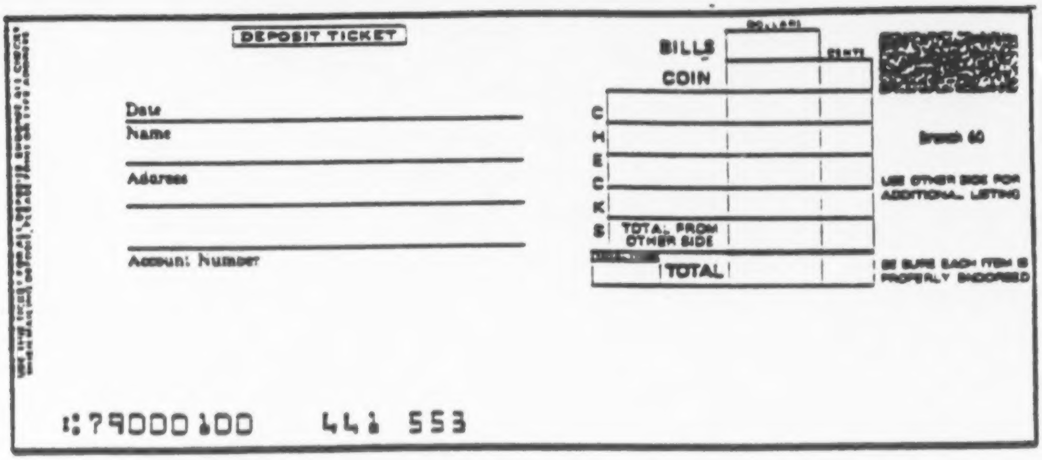
$

$

I/We apply for a withdrawal from my/our Account #

at Chevy Chase, FSB in the total amount of: $

# Reference 20
## BANKING/CHECKING



**DEPOSIT TICKET**

Date ______________________

Name ______________________

Address ______________________

______________________

Account Number

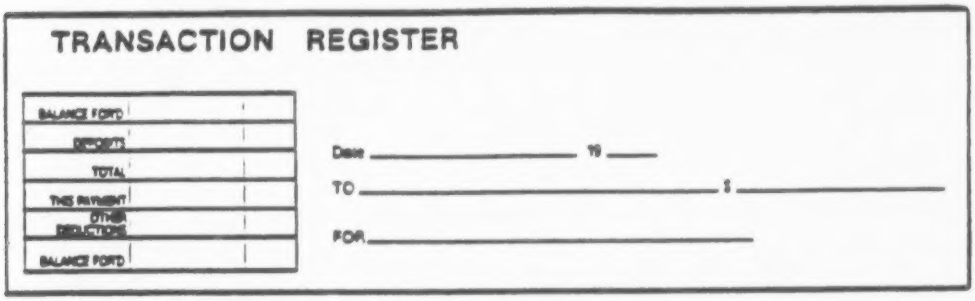
| | | DOLLARS | CENTS |
|---|---|---|---|
| BILLS | | | |
| COIN | | | |
| C | | | |
| H | | | |
| E | | | |
| C | | | |
| K | | | |
| S | TOTAL FROM OTHER SIDE | | |
| | TOTAL | | |

Branch 60

USE OTHER SIDE FOR ADDITIONAL LISTING

BE SURE EACH ITEM IS PROPERLY ENDORSED

⑆79000100 441 553



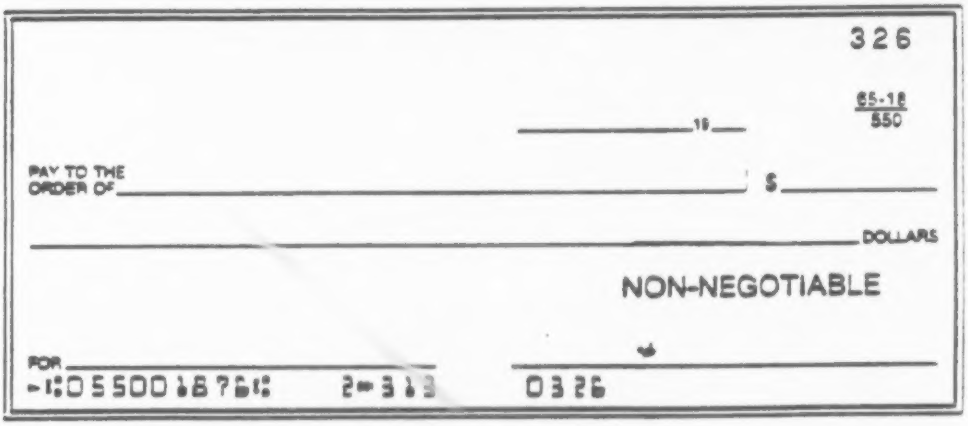
**TRANSACTION REGISTER**

| | | |
|---|---|---|
| BALANCE FOR'D | | |
| DEPOSITS | | |
| TOTAL | | |
| THIS PAYMENT | | |
| OTHER DEDUCTIONS | | |
| BALANCE FOR'D | | |

Date ______________ 19 ____

TO ______________________ $ ______________

FOR ______________________



326

______________ 19 ____

65-18
550

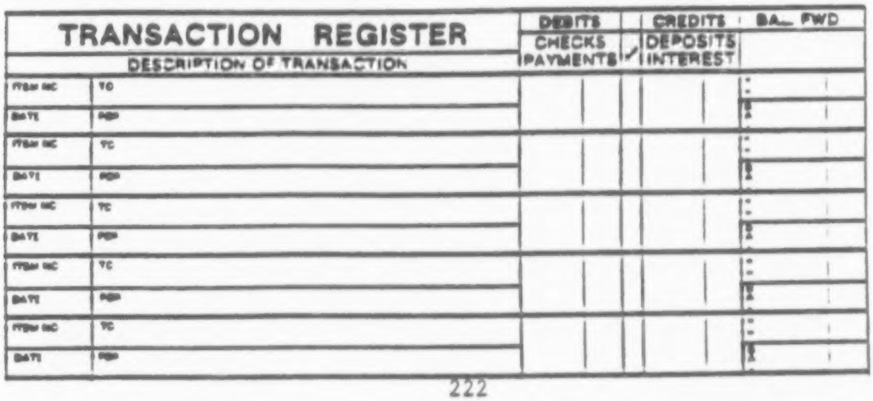
PAY TO THE ORDER OF ______________________ $ ______________

______________________ DOLLARS

NON-NEGOTIABLE

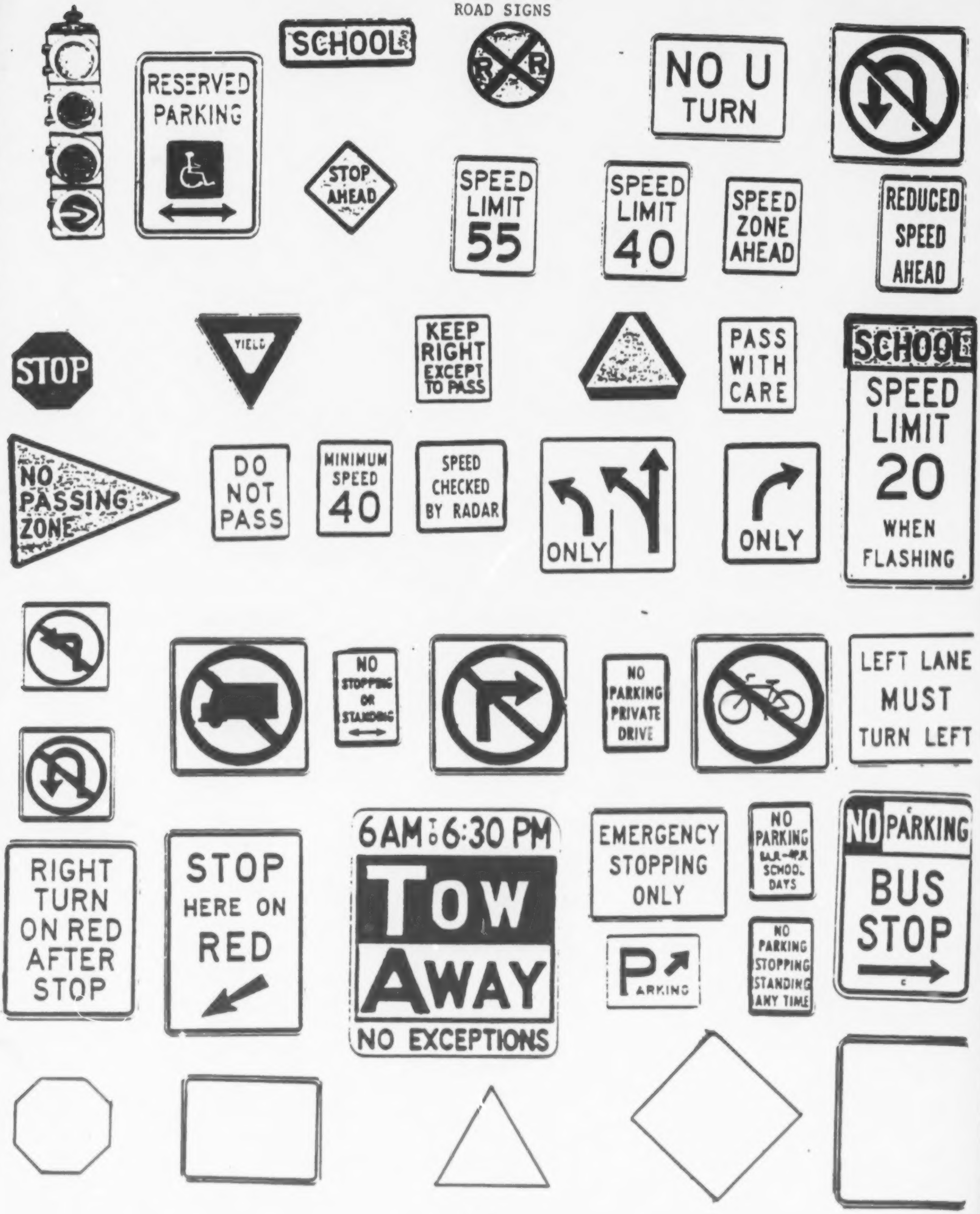
FOR ______________ ______________

⑆055001876⑆ 2-313 0326

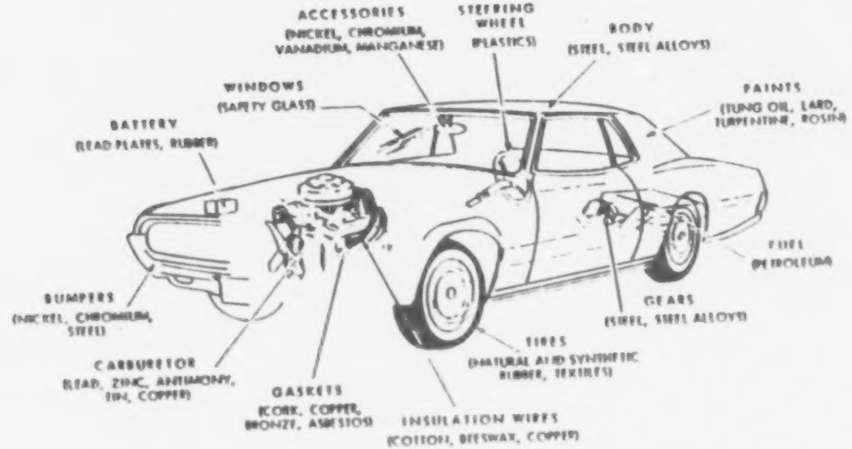


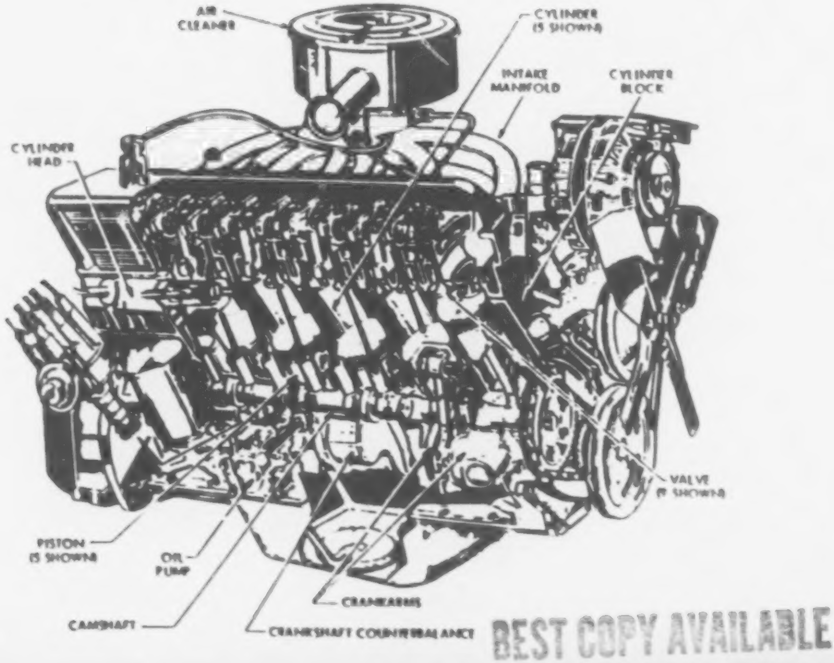
| TRANSACTION REGISTER<br>DESCRIPTION OF TRANSACTION | | DEBITS<br>CHECKS<br>PAYMENTS | ✓ | CREDITS<br>DEPOSITS<br>INTEREST | BAL. FWD |
|---|---|---|---|---|---|
| ITEM NO | TO | | | | |
| DATE | FOR | | | | |
| ITEM NO | TO | | | | |
| DATE | FOR | | | | |
| ITEM NO | TO | | | | |
| DATE | FOR | | | | |
| ITEM NO | TO | | | | |
| DATE | FOR | | | | |
| ITEM NO | TO | | | | |
| DATE | FOR | | | | |

Reference 21
ROAD SIGNS

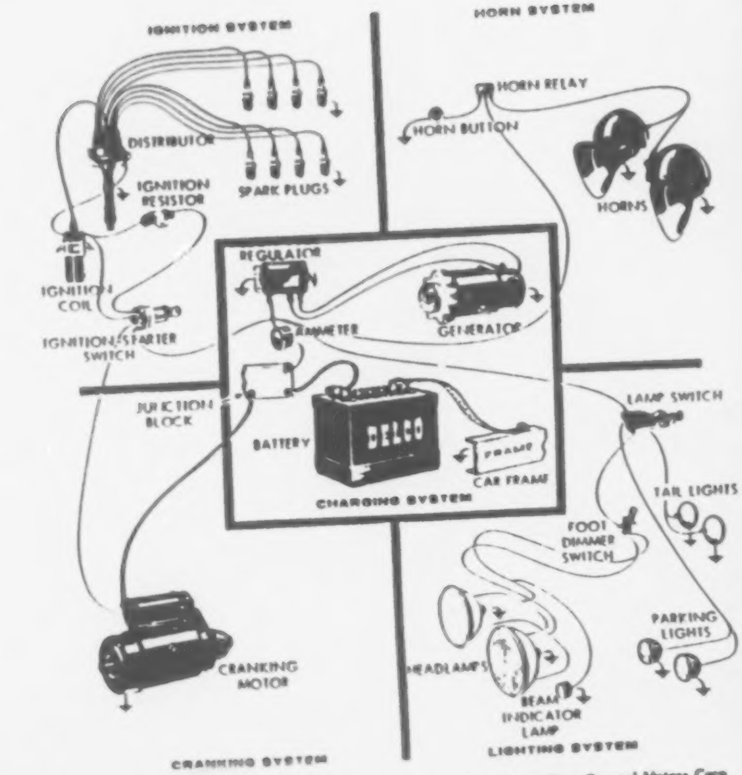

SCHOOL
R R
NO U TURN
RESERVED PARKING
STOP AHEAD
SPEED LIMIT 55
SPEED LIMIT 40
SPEED ZONE AHEAD
REDUCED SPEED AHEAD
STOP
YIELD
KEEP RIGHT EXCEPT TO PASS
PASS WITH CARE
SCHOOL
SPEED LIMIT 20 WHEN FLASHING
NO PASSING ZONE
DO NOT PASS
MINIMUM SPEED 40
SPEED CHECKED BY RADAR
ONLY
ONLY
NO STOPPING OR STANDING
NO PARKING PRIVATE DRIVE
LEFT LANE MUST TURN LEFT
RIGHT TURN ON RED AFTER STOP
STOP HERE ON RED
6AM TO 6:30 PM
TOW AWAY
NO EXCEPTIONS
EMERGENCY STOPPING ONLY
NO PARKING SCHOOL DAYS
NO PARKING
BUS STOP
P ARKING
NO PARKING STOPPING STANDING ANY TIME

# THE ANATOMY OF A CAR


ACCESSORIES (NICKEL, CHROMIUM, VANADIUM, MANGANESE)
STEERING WHEEL (PLASTICS)
BODY (STEEL, STEEL ALLOYS)
WINDOWS (SAFETY GLASS)
PAINTS (TUNG OIL, LARD, TURPENTINE, ROSIN)
BATTERY (LEAD PLATES, RUBBER)
FUEL (PETROLEUM)
BUMPERS (NICKEL, CHROMIUM, STEEL)
GEARS (STEEL, STEEL ALLOYS)
TIRES (NATURAL AND SYNTHETIC RUBBER, TEXTILES)
CARBURETOR (LEAD, ZINC, ANTIMONY, TIN, COPPER)
GASKETS (CORK, COPPER, BRONZE, ASBESTOS)
INSULATION WIRES (COTTON, BEESWAX, COPPER)


AIR CLEANER
CYLINDER (8 SHOWN)
INTAKE MANIFOLD
CYLINDER BLOCK
CYLINDER HEAD
VALVE (8 SHOWN)
PISTON (8 SHOWN)
OIL PUMP
CAMSHAFT
CRANKARMS
CRANKSHAFT COUNTERBALANCE

BEST COPY AVAILABLE


IGNITION SYSTEM
HORN SYSTEM
HORN RELAY
HORN BUTTON
HORNS
DISTRIBUTOR
SPARK PLUGS
IGNITION RESISTOR
IGNITION COIL
IGNITION-STARTER SWITCH
REGULATOR
GENERATOR
AMMETER
JUNCTION BLOCK
BATTERY
DELCO
FRAME
CAR FRAME
CHARGING SYSTEM
LAMP SWITCH
TAIL LIGHTS
FOOT DIMMER SWITCH
PARKING LIGHTS
HEADLAMPS
BEAM INDICATOR LAMP
LIGHTING SYSTEM
CRANKING MOTOR
CRANKING SYSTEM

Delco-Remy Div.—General Motors Corp

Fig. 1. The typical electrical system is comprised of 5 sub-systems: the ignition, horn, cranking, lighting, and charging.

## 26. IF YOU HAVE AN ACCIDENT

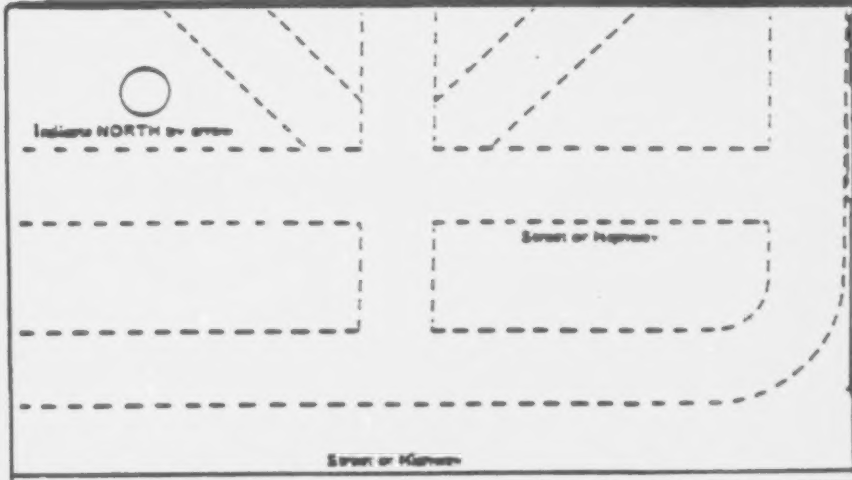
| | | |
|---|---|---|
| **ACCIDENT REPORT FORM** | DATE OF ACCIDENT | NUMBER OF VEHICLES IN ACCIDENT |

**VEHICLE 1**

NAME OF DRIVER MAKING REPORT
DATE OF BIRTH
ADDRESS
DRIVER'S LICENSE NUMBER
VEHICLE REGISTRATION NUMBER
NAME OF INSURANCE COMPANY
YEAR, MAKE & TYPE OF VEHICLE
DESCRIBE DAMAGE DONE TO VEHICLE

**VEHICLE 2**

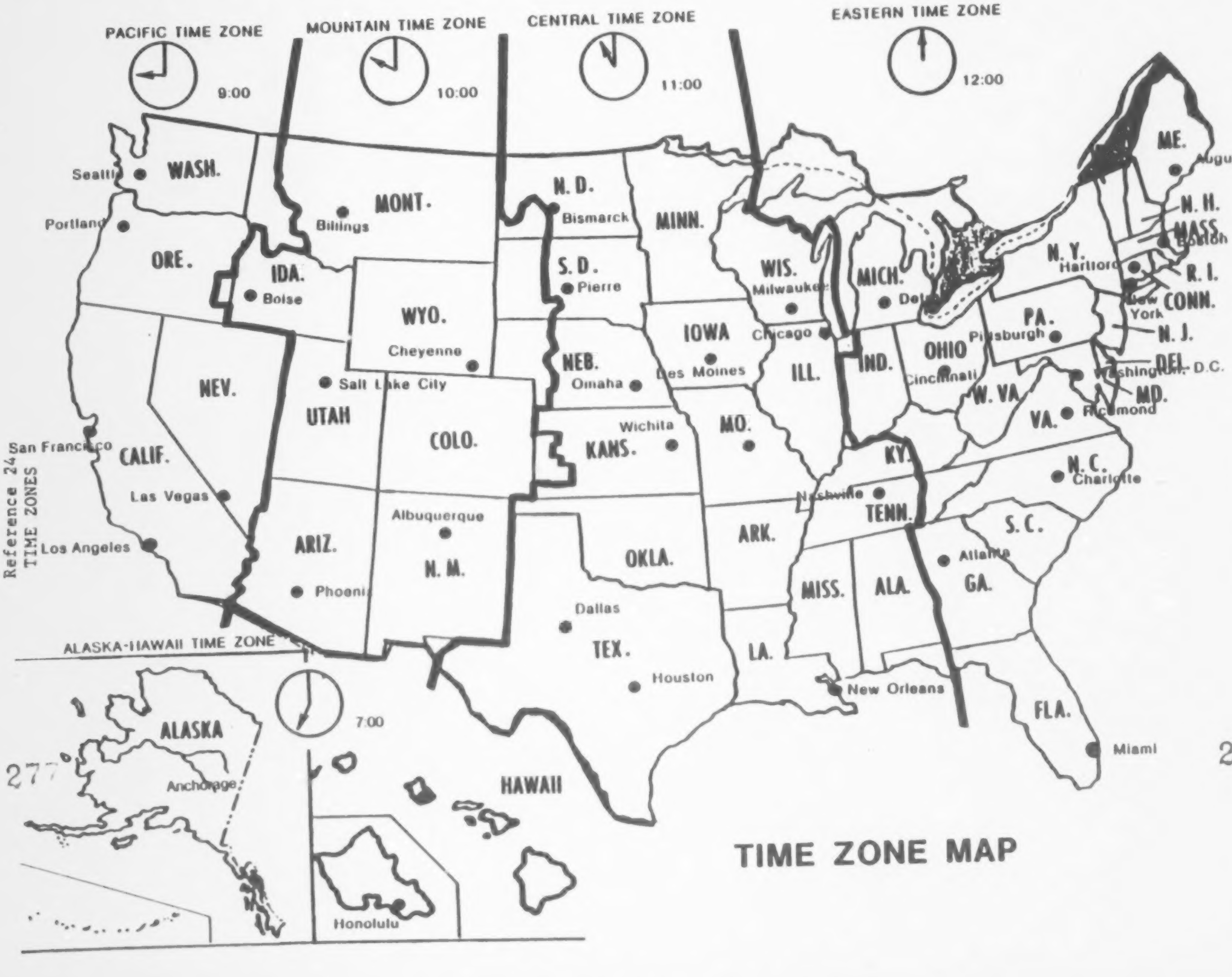
NAME OF DRIVER
DATE OF BIRTH
ADDRESS
DRIVER'S LICENSE NUMBER
VEHICLE REGISTRATION NUMBER
NAME OF INSURANCE COMPANY
YEAR, MAKE & TYPE OF VEHICLE
DESCRIBE DAMAGE DONE TO VEHICLE



NAMES OF WITNESSES
ADDRESS
PHONE

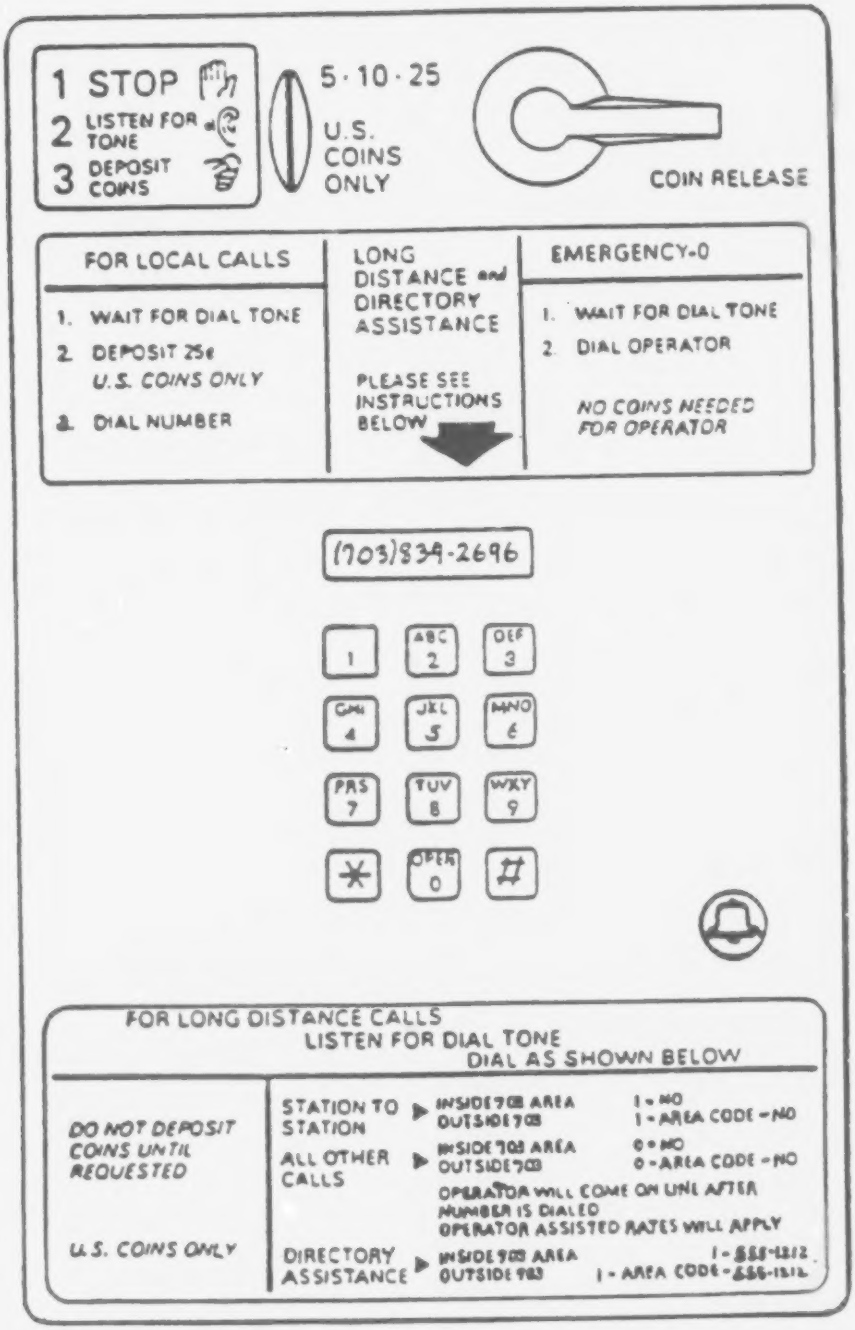
ACCIDENT DESCRIPTION

Reference 24
TIME ZONES


PACIFIC TIME ZONE
9:00
MOUNTAIN TIME ZONE
10:00
CENTRAL TIME ZONE
11:00
EASTERN TIME ZONE
12:00
ALASKA-HAWAII TIME ZONE
7:00
WASH.
Seattle
Portland
ORE.
IDA.
Boise
MONT.
Billings
WYO.
Cheyenne
N. D.
Bismarck
S. D.
Pierre
NEB.
Omaha
MINN.
IOWA
Des Moines
WIS.
Milwaukee
Chicago
MICH.
Detroit
ILL.
IND.
OHIO
Cincinnati
PA.
Pittsburgh
N. Y.
ME.
Augusta
N. H.
MASS.
Boston
Hartford
R. I.
CONN.
New York
N. J.
DEL.
Washington, D.C.
MD.
W. VA.
VA.
Richmond
CALIF.
San Francisco
Las Vegas
Los Angeles
NEV.
UTAH
Salt Lake City
COLO.
KANS.
Wichita
MO.
KY.
ARIZ.
Phoenix
N. M.
Albuquerque
OKLA.
TEX.
Dallas
Houston
ARK.
TENN.
Nashville
N. C.
Charlotte
S. C.
MISS.
ALA.
GA.
Atlanta
LA.
New Orleans
FLA.
Miami
ALASKA
Anchorage
HAWAII
Honolulu

TIME ZONE MAP

Reference 25
PAY PHONE


1 STOP
2 LISTEN FOR TONE
3 DEPOSIT COINS
5·10·25
U.S. COINS ONLY
COIN RELEASE
FOR LOCAL CALLS
1. WAIT FOR DIAL TONE
2. DEPOSIT 25¢ U.S. COINS ONLY
3. DIAL NUMBER
LONG DISTANCE and DIRECTORY ASSISTANCE
PLEASE SEE INSTRUCTIONS BELOW
EMERGENCY-0
1. WAIT FOR DIAL TONE
2. DIAL OPERATOR
NO COINS NEEDED FOR OPERATOR
(703)839-2696
1
ABC 2
DEF 3
GHI 4
JKL 5
MNO 6
PRS 7
TUV 8
WXY 9
*
OPER 0
#
FOR LONG DISTANCE CALLS
LISTEN FOR DIAL TONE
DIAL AS SHOWN BELOW
DO NOT DEPOSIT COINS UNTIL REQUESTED
U.S. COINS ONLY
STATION TO STATION
INSIDE 703 AREA 1 + NO
OUTSIDE 703 1 - AREA CODE - NO
ALL OTHER CALLS
INSIDE 703 AREA 0 + NO
OUTSIDE 703 0 - AREA CODE - NO
OPERATOR WILL COME ON LINE AFTER NUMBER IS DIALED
OPERATOR ASSISTED RATES WILL APPLY
DIRECTORY ASSISTANCE
INSIDE 703 AREA 1-555-1212
OUTSIDE 703 1 - AREA CODE - 555-1212

Reference 26
A MEMO

## IMPORTANT MESSAGE

TO ____________________

DATE ____________ TIME ________ A.M. P.M.

### WHILE YOU WERE OUT

M ____________________

OF ____________________

Area Code & Exchange ____________________

| | | | |
|---|---|---|---|
| TELEPHONED | ☐ | PLEASE CALL | ☐ |
| CALLED TO SEE YOU | ☐ | WILL CALL AGAIN | ☐ |
| WANTS TO SEE YOU | ☐ | URGENT | ☐ |
| | RETURNED YOUR CALL | ☐ | |

Message ____________________

---

## MESSAGE ONE

Date ____________ Time ____________

Message for ____________________

From ____________________

Message ____________________

Message taken by ____________________

---

## MEMO

To:

MS No.

From:

Subject:

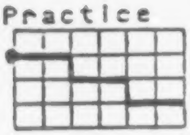
Date:

- Immediate Attention
- Approval
- Comment & Return
- File
- Follow Up Date ________
- Information

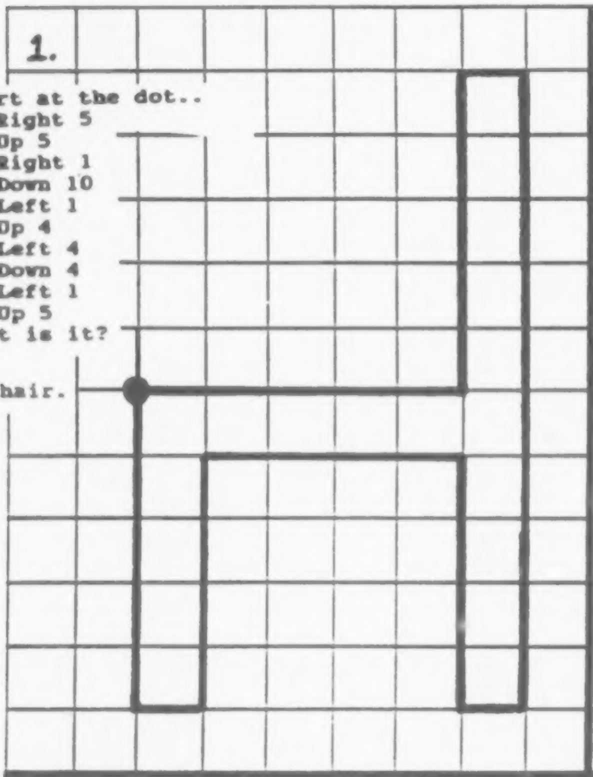
Reference 27a

## ART BY EAR

(Teacher's Instructions)

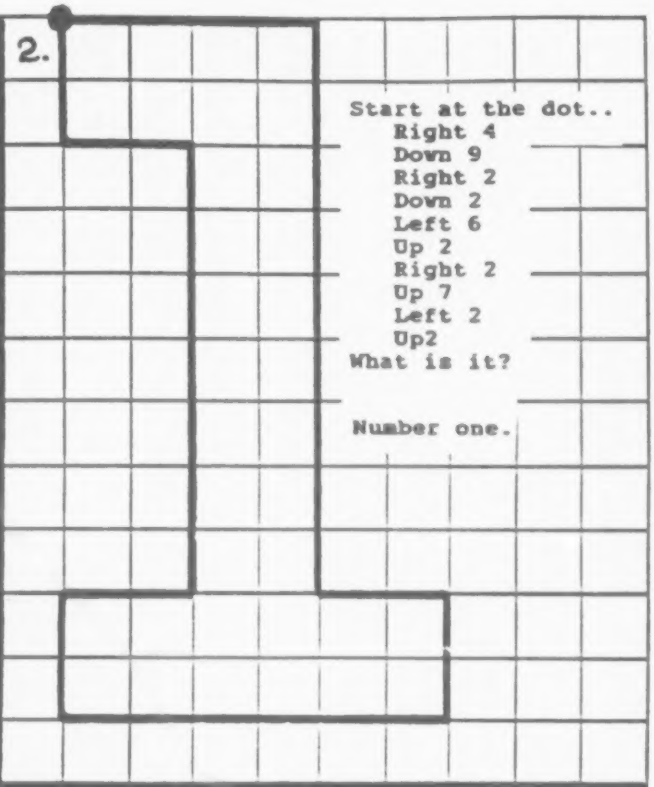


Start at the dot..
Right 2
Down 1
Right 2
Down 1
Right 2
What is it? A stairway.



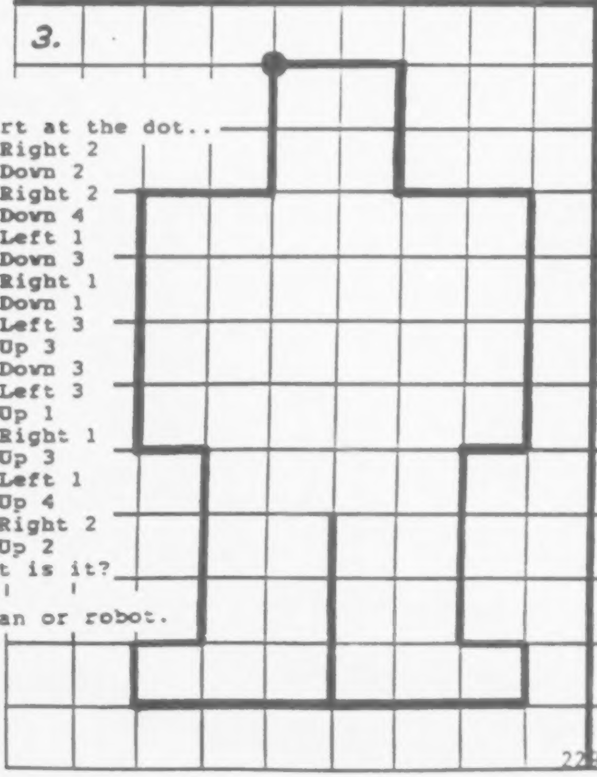
Start at the dot..
Right 5
Up 5
Right 1
Down 10
Left 1
Up 4
Left 4
Down 4
Left 1
Up 5
What is it?

A chair.



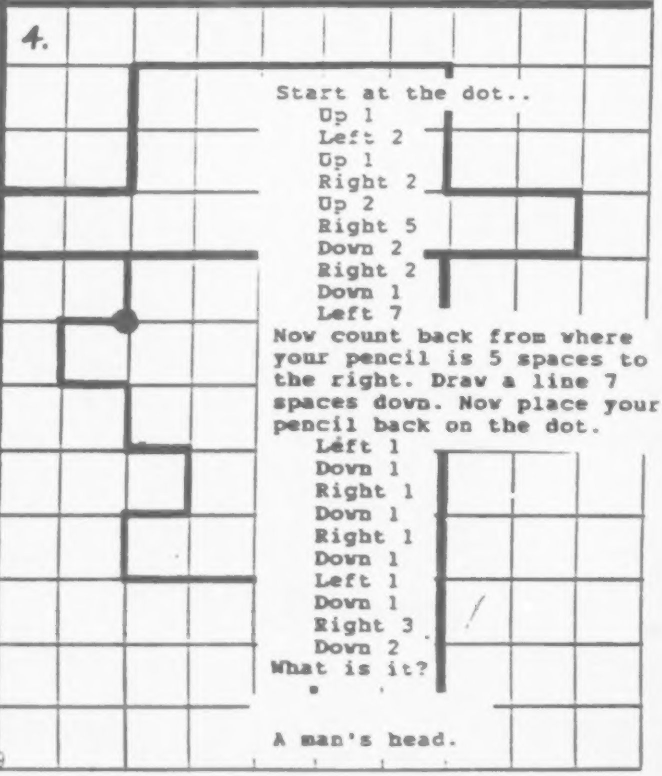
Start at the dot..
Right 4
Down 9
Right 2
Down 2
Left 6
Up 2
Right 2
Up 7
Left 2
Up2
What is it?

Number one.



Start at the dot..
Right 2
Down 2
Right 2
Down 4
Left 1
Down 3
Right 1
Down 1
Left 3
Up 3
Down 3
Left 3
Up 1
Right 1
Up 3
Left 1
Up 4
Right 2
Up 2
What is it?

A man or robot.



Start at the dot..
Up 1
Left 2
Up 1
Right 2
Up 2
Right 5
Down 2
Right 2
Down 1
Left 7

Now count back from where your pencil is 5 spaces to the right. Draw a line 7 spaces down. Now place your pencil back on the dot.

Left 1
Down 1
Right 1
Down 1
Right 1
Down 1
Left 1
Down 1
Right 3
Down 2
What is it?

A man's head.

Reference 27b

## GRID

# FLIGHT SCHEDULE

## TWA from the Baltimore-Washington Area

### ALBUQUERQUE

| | Departs | Arrives | Stops or Connecting City | Frequency |
|---|---|---|---|---|
| N | 8:00 AM | 11:26 AM | Via Chicago | ExSun. |
| I | 8:30 AM | 11:26 AM | Via Chicago | ExSun. |
| N | 10:20 AM | 1:28 PM | One-stop | Daily |
| N | 1:55 PM | 6:12 PM | Two-stop | Daily |
| N | 6:25 PM | 9:17 PM | One-stop | ExSat. |

### ATHENS

| | Departs | Arrives | Stops or Connecting City | Frequency |
|---|---|---|---|---|
| D | 7:10 PM | 2:25 PM | Two-stop | Daily |

### BANGKOK

| | Departs | Arrives | Stops or Connecting City | Frequency |
|---|---|---|---|---|
| D | 7:10 PM | 9:15 AM | Via Rome | Daily |

### CHICAGO

| | Departs | Arrives | Stops or Connecting City | Frequency |
|---|---|---|---|---|
| N | 8:00 AM | 8:49 AM | Non-stop | ExSun. |
| I | 8:30 AM | 9:14 AM | Non-stop | ExSun. |
| N | 10:20 AM | 11:09 AM | Non-stop | Daily |
| N | 12:10 PM | 12:59 PM | Non-stop | Daily |
| I | 12:15 PM | 12:59 PM | Non-stop | Daily |
| N | 1:55 PM | 2:44 PM | Non-stop | Daily |
| N | 3:55 PM | 4:51 PM | Non-stop | Daily |
| I | 4:30 PM | 5:25 PM | Non-stop | Daily |
| N | 5:25 PM | 6:27 PM | Non-stop | ExSat. |
| N | 9:00 PM | 9:48 PM | Non-stop | Daily |

### COLUMBUS

| | Departs | Arrives | Stops or Connecting City | Frequency |
|---|---|---|---|---|
| N | 8:20 AM | 9:25 AM | Non-stop | ExSun. |
| N | 4:40 PM | 5:49 PM | Non-stop | Daily |
| N | 8:55 PM | 10:15 PM | Non-stop | ExSat. |

### GUAM

| | Departs | Arrives | Stops or Connecting City | Frequency |
|---|---|---|---|---|
| D | 5:00 PM | 5:05 AM | Via Los Angeles | Daily |

### HONG KONG

| | Departs | Arrives | Stops or Connecting City | Frequency |
|---|---|---|---|---|
| D | 5:00 PM | 12:50 PM | Via Los Angeles | Daily |

### INDIANAPOLIS

| | Departs | Arrives | Stops or Connecting City | Frequency |
|---|---|---|---|---|
| N | 8:20 AM | 10:18 AM | Two-stop | ExSun. |
| N | 11:15 AM | 11:40 AM | Non-stop | Daily |
| N | 4:40 PM | 5:57 PM | One-stop | Daily |
| N | 8:55 PM | 10:57 PM | Two-stop | ExSat. |

### KANSAS CITY

| | Departs | Arrives | Stops or Connecting City | Frequency |
|---|---|---|---|---|
| N | 8:00 AM | 10:35 AM | One-stop | ExSun. |
| N | 10:20 AM | 12:47 PM | Via Chicago | Daily |
| N | 11:15 AM | 1:21 PM | One-stop | Daily |
| I | 12:15 PM | 3:42 PM | Via Chicago | Daily |
| N | 3:55 PM | 6:47 PM | One-stop | Daily |
| N | 6:55 PM | 9:33 PM | Via St. Louis | Daily |
| N | 9:00 PM | 11:30 PM | One-stop | Daily |

# BUS SCHEDULE

## 66 GERMANTOWN DRIVE ROCKVILLE STATION

### MONDAY-FRIDAY

### TO ROCKVILLE METRO STATION

(AM Service Only)

| Aircraft and Locbury Drives | Waters Landing and Germantown Drives | MD 118 and Middlebrook Road | Redland Road and Piccard Drive | MD 28 and Hurley Drive | Rockville Metro Station East |
|---|---|---|---|---|---|
| 6:25 | 6:26 | 6:32 | 6:52 | 6:56 | 7:07 |
| 6:55 | 6:56 | 7:02 | 7:23 | 7:27 | 7:38 |
| 7:25 | 7:26 | 7:32 | 7:53 | 7:59 | 8:10 |
| 7:55 | 7:56 | 8:02 | 8:23 | 8:29 | 8:40 |
| 8:25 | 8:26 | 8:32 | 8:53 | 8:58 | 9:09 |

No fare charged on Route 66

No AM passengers boarded between I-270 and MD 118 and the Rockville Metro Station

### TO GERMANTOWN DRIVE

(PM Service Only)

| Rockville Metro Station East | MD 28 and Hurley Drive | Redland Road and Piccard Drive | MD 118 and Middlebrook Road | Waters Landing and Germantown Drives | Aircraft and Locbury Drives |
|---|---|---|---|---|---|
| 3:35 | 3:44 | 3:49 | 4:08 | 4:15 | 4:16 |
| 4:05 | 4:14 | 4:19 | 4:38 | 4:45 | 4:46 |
| 4:35 | 4:44 | 4:50 | 5:09 | 5:16 | 5:17 |
| 5:05 | 5:14 | 5:22 | 5:44 | 5:51 | 5:52 |
| 5:35 | 5:44 | 5:52 | 6:14 | 6:21 | 6:22 |
| 6:08 | 6:16 | 6:24 | 6:46 | 6:52 | 6:53 |

No fare charged on Route 66

No PM passengers discharged between the Rockville Metro Station and I-270 and MD 118

Reference 29
TV GUIDE

# MONDAY, MARCH 20

## BROADCAST

| | 4 NBC WRC | 5 WTTG | 7 ABC WJLA | 9 CBS WUSA | 20 WDCA | 50 WFTY | 22 & 67 WMPT | 26 PBS WETA | 32 PBS WHMM | 2 NBC WMAR | 11 CBS WBAL | 13 ABC WJZ |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 6:00 | NBC News | News | ABC News | News | J. Swaggart | | | | | NBC News | Learn to Read | News |
| :30 | News | | | | K. Copeland | Workout | College | | | 2 News | CBS News | |
| 7:00 | Today | Tom & Jerry | Good Morning, America | This Morning | Scooby Doo | Marriage | America | MacNeil / Lehrer | | Today | This Morning | Good Morning, America |
| :30 | | Flintstones | | | GI Joe | Living | Cap. Kangaroo | | | | | |
| 8:00 | | Woody | | | Jem | Success 'n Life | Sesame Street | Cap. Kangaroo | | | | |
| :30 | | Little Pony | | | Smurfs | | | Mister Rogers | | | | |
| 9:00 | Group One Medical | I Love Lucy | Geraldo | Donahue | Richard Roberts | James Robison | Mister Rogers | Sesame Street | Lilias! | Donahue | Live — Regis & Kathie Lee | Couch Potatoes |
| :30 | Family Medical | Alice | | | | Fletcher Brothers | Instructional Programming | | Bossmen | | | Sweethearts |
| 10:00 | Sale of the Century | Bewitched | Sally Jessy Raphael | Live — Regis & Kathie Lee | 700 Club | Morris Cerullo | | Sesame Street | Adam Smith's Money World | Sally Jessy Raphael | Superior Court | Dating Game |
| :30 | Classic Concentration | I Dream of Jeannie | | | | Great Wall of China | | | Living with Animals | Classic Concentration | People's Court | Newlywed Game |
| 11:00 | Wheel of Fortune | Love Boat | Judge | Price is Right | Success 'n Life | Growing Pains | | | Practical Purposes | Wheel of Fortune | Price is Right | Divorce Court |
| :30 | Win, Lose Or Draw | | Couch Potatoes | | | Liar's Club | Voices & Visions | Zoobilee Zoo | French in Action | Win, Lose Or Draw | | Judge |
| 12:00 | Super Password | City Under Siege | Home | News | Wonder Woman | 20 Minute Workout | | Body Electric | Economics USA | News | News | News |
| :30 | Scrabble | Current Affair | Loving | Young and Restless | | Crook & Chase | Instructional Programming | French in Action | Business Report | Scrabble | Young and Restless | Loving |
| 1:00 | Days of Our Lives | Archie Bunker | All My Children | | Family | Movie: [illegible] | | French in Action | Evening Exchange | Days of Our Lives | | All My Children |
| :30 | | One Day at A Time | | Bold & the Beautiful | | | | Southern Cooking | | | Bold & the Beautiful | |
| 2:00 | Another World | Leave it to Beaver | One Life To Live | As the World Turns | Gadget | | | Frugal Gourmet | Firing Line | Another World | As the World Turns | One Life To Live |
| :30 | | Double Dare | | | Gumby | | We're Cooking Now | Sesame Street | American Art Forum | | | |
| 3:00 | Santa Barbara | Dennis the Menace | General Hospital | Guiding Light | Smurfs | Movie: "Goodnight, My Love" | Frugal Gourmet | | Motorweek | Santa Barbara | Guiding Light | General Hospital |
| :30 | | Ghostbusters | | | Jetsons | | Mister Rogers | Sesame Street | This Old House | | | |
| 4:00 | Inside Edition | Alvin & the Chipmunks | Magnum, P.I. | Oprah Winfrey | Fun House | | Sesame Street | | Kathy's Kitchen | Oprah Winfrey | Geraldo | Diff'rent Strokes |
| :30 | People's Court | DuckTales | | | C.O.P.S. | Government Grants | | Square One Television | Newton's Apple | | | Gimme a Break! |
| 5:00 | News | Silver Spoons | News | News | Webster | Dating Game | Square One Television | 3-2-1 Contact | Square One Television | News | Live at 5 | Cosby Show |
| :30 | | Gimme a Break! | | News | Diff'rent Strokes | Hollywood Squares | Wild World Of Animals | | 3-2-1 Contact | | | Family Ties |
| 6:00 | News | Family Ties | News | | Facts of Life | Wrestling: World Class Championship | MacNeil / Lehrer Newshour | World of Ideas | MacNeil / Lehrer Newshour | News | News | News |
| :30 | | Three's Company | ABC News | CBS News | Cheers | | | Business Report | | NBC News | CBS News | |
| 7:00 | NBC News | Cosby Show | Jeopardy! | USA Today | Night Court | Untouchables | Business Report | MacNeil / Lehrer Newshour | Evening Exchange | Wheel of Fortune | Win, Lose Or Draw | ABC News |
| :30 | Family Feud | Current Affair | Entertainment Tonight | Wheel of Fortune | Basketball: Washington Bullets at Cleveland Cavaliers | | Dr. Edell's Journal | | | Jeopardy! | Inside Edition | Evening Magazine |
| 8:00 | ALF | Movie: [illegible] Part 1 | MacGyver | Live-In | | Columbo | Best of the National Geographic Specials | War & Peace in the Nuclear Age | Marilyn MacKay | ALF | Live-In | MacGyver |
| :30 | Hogan Family | | | Heartland | | | | | Jonathan Kuntry | Hogan Family | Heartland | |
| 9:00 | Movie: "Desperado: Avalanche At Devil's Ridge" | | Movie: "Women of Brewster Place" Part 2 | Murphy Brown | | | Congress | Congress | 7th & T | Movie: "Desperado: Avalanche At Devil's Ridge" | Murphy Brown | Movie: "Women of Brewster Place" Part 2 |
| :30 | | | | Designing Women | | Straight Talk | | | | | Designing Women | |
| 10:00 | | News | | Newhart | All in the Family | Morton Downey Jr. | | | Power Game | | Prayers & Promises | |
| :30 | | | | Kate & Allie | Taxi | | War & Peace in the Nuclear Age | Other Side Of Easy Street Announced | | | | |
| 11:00 | News | City Under Siege | News | News | Arsenio Hall | Night Gallery | | | MacNeil / Lehrer Newshour | News | News | News |
| :30 | Tonight Show | M*A*S*H | Nightline | Divorce Court | | Heroes | Happiness & Longevity | EastEnders | | Cheers | Entertainment Tonight | Nightline |
| 12:00 | | Hill Street Blues | On Trial | Pat Sajak | Relatively | Movie: "Night of the [illegible]" | Ctry. Video | Sandbaggers | Business Rpt. | Benson | Pat Sajak | Hawaii Five-0 |
| :30 | Late Night | | To the Heart | | American Images | | Instructional Programming | | | Late Night | | |
| 1:00 | | News | Movie: "The Strange Love of Martha Ivers" | | | | | | | | | USA Today |
| :30 | Bob Costas | | | Night Heat | Bonanza | Millionaire Maker | | | | Bob Costas | Medical | |
| 2:00 | News | Brittany | | | | | | | | Rascals | | |
| :30 | Love Conn. | [illegible] | | Nightwatch | Home Shopping Overnight | | | | | | | |
| 3:00 | Gong Show | | | | | | | | | | | |
| :30 | Newlywed | | | | | | | | | | | |

284

BEST COPY AVAILABLE

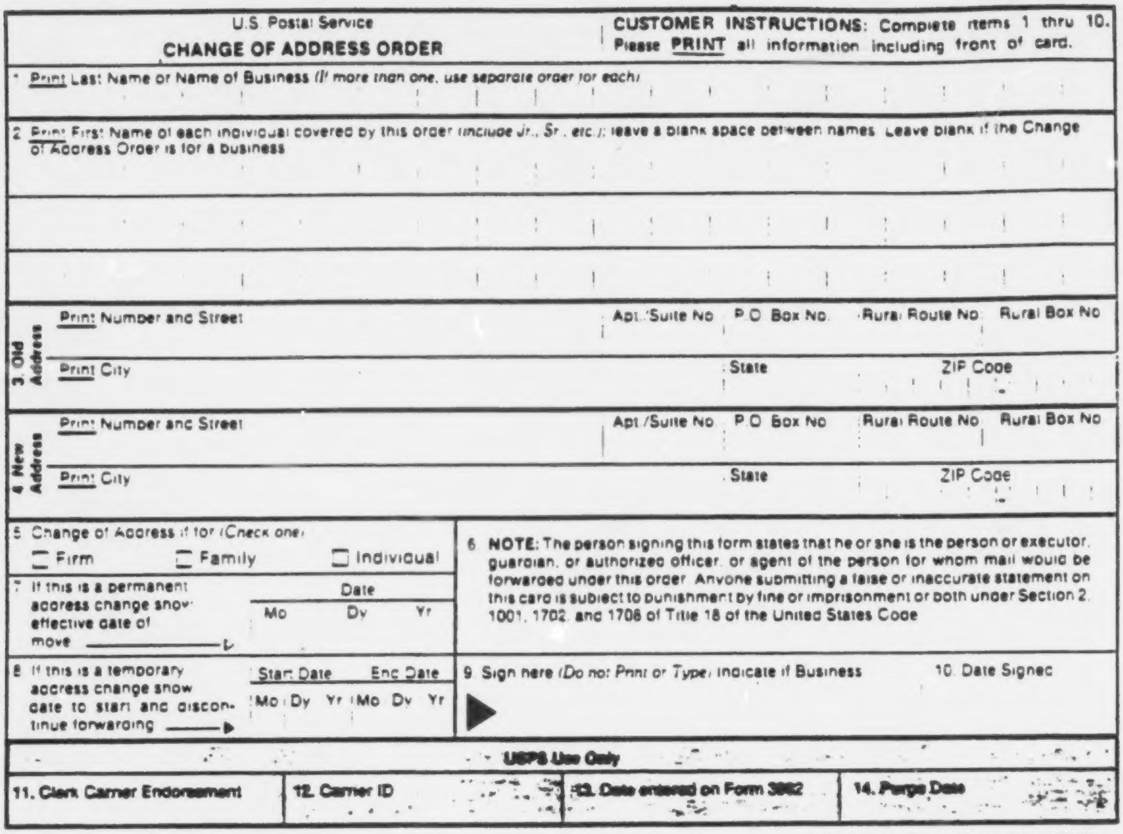
| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|---|---|---|---|---|---|---|
|  |  |  |  |  | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 |  |  |  |  |  |  |

Reference 30
CALENDAR

## Reference 31
## U.S. MAP & STATE ABBREVIATIONS

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Alabama | AL | Hawaii | HI | Massachusetts | MA | New Mexico | NM | South Dakota | SD |
| Alaska | AK | Idaho | ID | Michigan | MI | New York | NY | Tennessee | TN |
| Arizona | AZ | Illinois | IL | Minnesota | MN | North Carolina | NC | Texas | TX |
| Arkansas | AR | Indiana | IN | Mississippi | MS | North Dakota | ND | Utah | UT |
| California | CA | Iowa | IA | Missouri | MO | Ohio | OH | Vermont | VT |
| Colorado | CO | Kansas | KS | Montana | MT | Oklahoma | OK | Virginia | VA |
| Connecticut | CT | Kentucky | KY | Nebraska | NE | Oregon | OR | Washington | WA |
| Delaware | DE | Louisiana | LA | Nevada | NV | Pennsylvania | PA | West Virginia | WV |
| Florida | FL | Main | ME | New Hampshire | NH | Rhode Island | RI | Wisconsin | WI |
| Georgia | GA | Maryland | MD | New Jersey | NJ | South Carolina | SC | Wyoming | WY |

# Reference 32
# POSTAL FORMS



U.S. Postal Service
**CHANGE OF ADDRESS ORDER**

**CUSTOMER INSTRUCTIONS:** Complete items 1 thru 10. Please **PRINT** all information including front of card.

1. Print Last Name or Name of Business *(If more than one, use separate order for each)*

2. Print First Name of each individual covered by this order *(include Jr., Sr., etc.)*; leave a blank space between names. Leave blank if the Change of Address Order is for a business.

3. Old Address
Print Number and Street | Apt./Suite No. | P.O. Box No. | Rural Route No. | Rural Box No.
Print City | State | ZIP Code

4. New Address
Print Number and Street | Apt./Suite No. | P.O. Box No. | Rural Route No. | Rural Box No.
Print City | State | ZIP Code

5. Change of Address is for *(Check one)*
☐ Firm ☐ Family ☐ Individual

6. **NOTE:** The person signing this form states that he or she is the person or executor, guardian, or authorized officer, or agent of the person for whom mail would be forwarded under this order. Anyone submitting a false or inaccurate statement on this card is subject to punishment by fine or imprisonment or both under Section 2, 1001, 1702, and 1708 of Title 18 of the United States Code.

7. If this is a permanent address change show effective date of move ——▶ Date: Mo Dy Yr

8. If this is a temporary address change show date to start and discontinue forwarding ——▶ Start Date: Mo Dy Yr; End Date: Mo Dy Yr

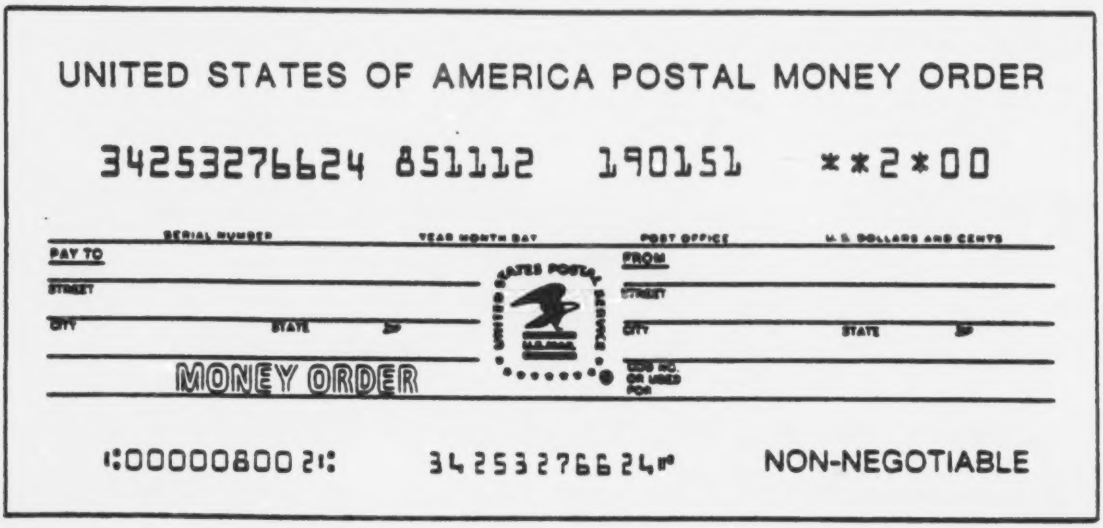
9. Sign here *(Do not Print or Type)* indicate if Business ▶

10. Date Signed

**USPS Use Only**

**11. Clerk Carrier Endorsement** | **12. Carrier ID** | **13. Date entered on Form 3982** | **14. Purge Date**

U.S. Government Printing Office: 1986—198-689



UNITED STATES OF AMERICA POSTAL MONEY ORDER

34253276624 851112 190151 **2*00

SERIAL NUMBER | YEAR MONTH DAY | POST OFFICE | U.S. DOLLARS AND CENTS

PAY TO
STREET
CITY STATE ZIP

FROM
STREET
CITY STATE ZIP
COD NO. OR USED FOR

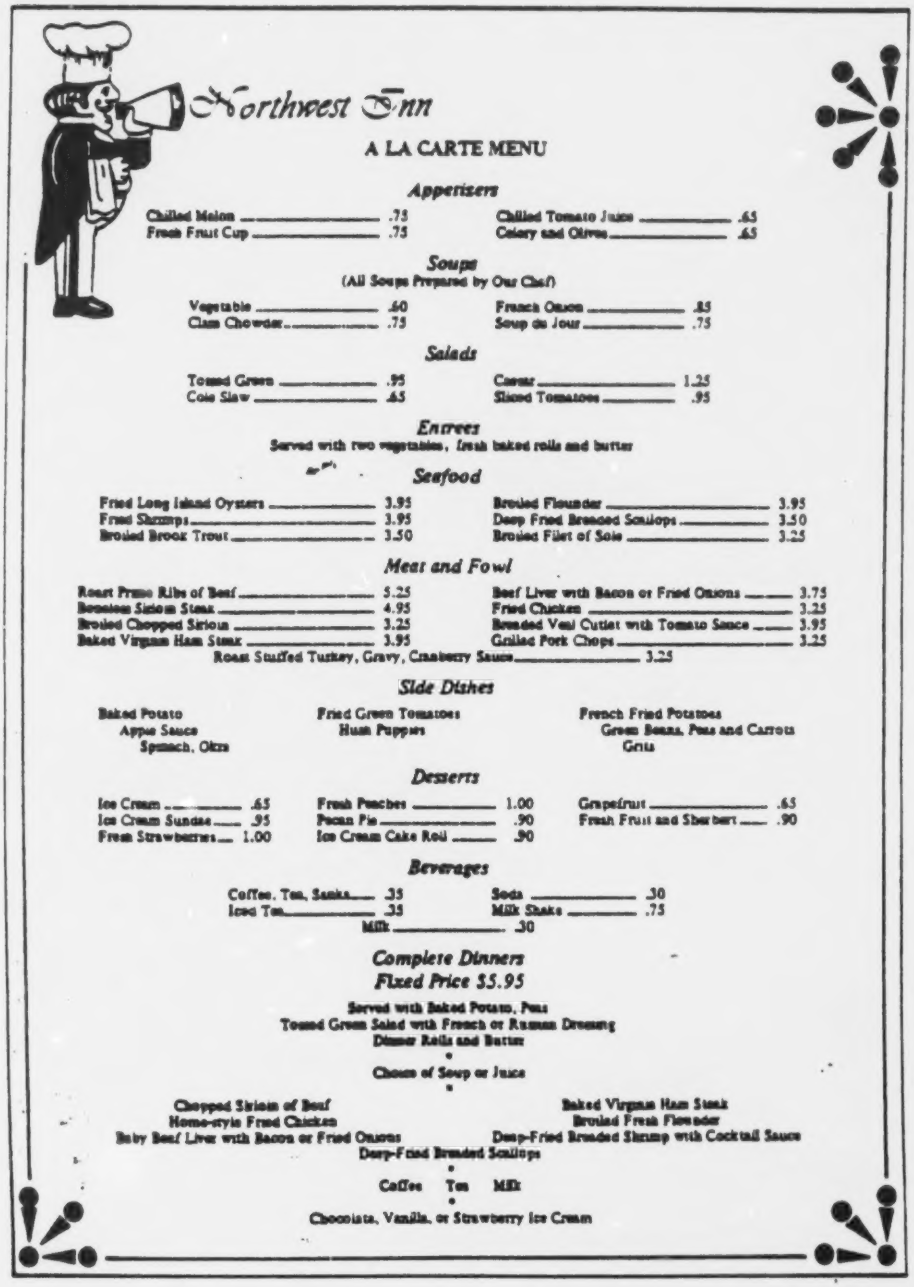
MONEY ORDER

⑆000008002⑆ 34253276624⑈ NON-NEGOTIABLE

## Reference 33
## A RESTAURANT MENU

## USING THE MENU

**You have gone to the Northwest Inn for dinner. Read the menu and decide what you want to order. Choose from the a la carte or complete dinner menus. Write your order on the guest check on page 42. Do not forget to fill in prices. Then figure out your tip. Add all the items to find your total bill.**



*Northwest Inn*

**A LA CARTE MENU**

***Appetizers***

| | | | |
|---|---|---|---|
| Chilled Melon | .75 | Chilled Tomato Juice | .65 |
| Fresh Fruit Cup | .75 | Celery and Olives | .65 |

***Soups***
(All Soups Prepared by Our Chef)

| | | | |
|---|---|---|---|
| Vegetable | .60 | French Onion | .85 |
| Clam Chowder | .75 | Soup du Jour | .75 |

***Salads***

| | | | |
|---|---|---|---|
| Tossed Green | .95 | Caesar | 1.25 |
| Cole Slaw | .65 | Sliced Tomatoes | .95 |

***Entrees***
Served with two vegetables, fresh baked rolls and butter

***Seafood***

| | | | |
|---|---|---|---|
| Fried Long Island Oysters | 3.95 | Broiled Flounder | 3.95 |
| Fried Shrimps | 3.95 | Deep Fried Breaded Scallops | 3.50 |
| Broiled Brook Trout | 3.50 | Broiled Filet of Sole | 3.25 |

***Meat and Fowl***

| | | | |
|---|---|---|---|
| Roast Prime Ribs of Beef | 5.25 | Beef Liver with Bacon or Fried Onions | 3.75 |
| Boneless Sirloin Steak | 4.95 | Fried Chicken | 3.25 |
| Broiled Chopped Sirloin | 3.25 | Breaded Veal Cutlet with Tomato Sauce | 3.95 |
| Baked Virginia Ham Steak | 3.95 | Grilled Pork Chops | 3.25 |
| Roast Stuffed Turkey, Gravy, Cranberry Sauce | 3.25 | | |

***Side Dishes***

Baked Potato
Apple Sauce
Spinach, Okra
Fried Green Tomatoes
Hush Puppies
French Fried Potatoes
Green Beans, Peas and Carrots
Grits

***Desserts***

| | | | | | |
|---|---|---|---|---|---|
| Ice Cream | .65 | Fresh Peaches | 1.00 | Grapefruit | .65 |
| Ice Cream Sundae | .95 | Pecan Pie | .90 | Fresh Fruit and Sherbert | .90 |
| Fresh Strawberries | 1.00 | Ice Cream Cake Roll | .90 | | |

***Beverages***

| | | | |
|---|---|---|---|
| Coffee, Tea, Sanka | .35 | Soda | .30 |
| Iced Tea | .35 | Milk Shake | .75 |
| Milk | .30 | | |

***Complete Dinners***
***Fixed Price $5.95***

**Served with Baked Potato, Peas**
**Tossed Green Salad with French or Russian Dressing**
**Dinner Rolls and Butter**

•

**Choice of Soup or Juice**

•

**Chopped Sirloin of Beef**
**Home-style Fried Chicken**
**Baby Beef Liver with Bacon or Fried Onions**
**Baked Virginia Ham Steak**
**Broiled Fresh Flounder**
**Deep-Fried Breaded Shrimp with Cocktail Sauce**
**Deep-Fried Breaded Scallops**

•

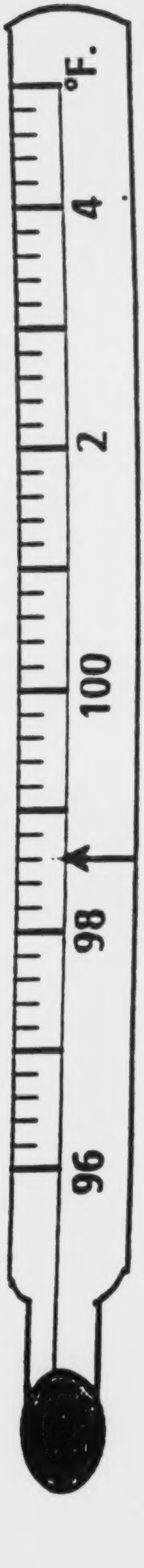
**Coffee Tea Milk**

•

**Chocolate, Vanilla, or Strawberry Ice Cream**

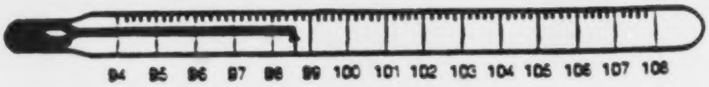
**Ordering From a Menu / 41**
from Getting Out/Getting Around
Globe Book Co.

## Reference 34
## BODY TEMPERATURE

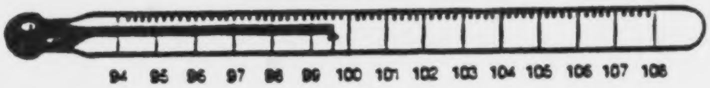

°F.
4
2
100
98
96

There are oral thermometers. They have pointed tips.

Normal = 99.6°

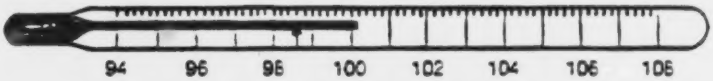

94 95 96 97 98 99 100 101 102 103 104 105 106 107 108

There are rectal thermometers. They have round tips.


94 95 96 97 98 99 100 101 102 103 104 105 106 107 108

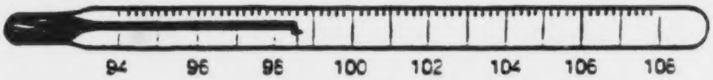
Read these thermometers.
Write the temperature on the line beside each thermometer.
The first one is done for you.

1.


94 96 98 100 102 104 106 108

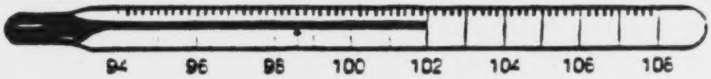
100.2°

2.


94 96 98 100 102 104 106 108

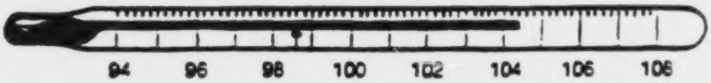
______

3.


94 96 98 100 102 104 106 108

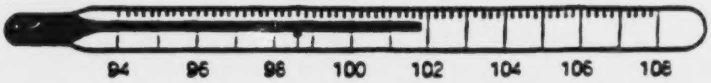
______

4.


94 96 98 100 102 104 106 108

______

5.


94 96 98 100 102 104 106 108

______

Which thermometer shows a normal temperature? ______

Which thermometer shows a fever so high
that you should call the doctor right away? ______

Adapted from
LIFE SCHOOL
PROGRAM
Fearon Publ.

Reference 35
A HEALTH RECORD

# STANDARD HEALTH EXAMINATION RECORD

Date ___/___/___ Name ______________________ Age ______ Sex ______
mo day year (last) (first)

Address ______________________ Phone ______________ Birthdate ______________

## PERSONAL HEALTH HISTORY

Have you ever had or do you have any of the following?

| | (yes) | (no) | | (yes) | (no) |
|---|---|---|---|---|---|
| 1. High Blood Pressure | | | 19. Fainting spells | | |
| 2. Heart trouble | | | 20. Gall Bladder trouble | | |
| 3. Rheumatic Fever | | | 21. Epilepsy | | |
| 4. Rheumatism or Arthritis | | | 22. Dislocations of joints | | |
| 5. Kidney trouble | | | 23. Broken bones | | |
| 6. Stomach or Duodenal Ulcer | | | 24. Back pain | | |
| 7. Diabetes | | | 25. Back injury | | |
| 8. Tuberculosis | | | 26. Knee injury | | |
| 9. Asthma | | | 27. Head injury | | |
| 10. Hay fever | | | 28. Varicose veins | | |
| 11. Allergies | | | 29. Severe headaches | | |
| 12. Shortness of Breath | | | 30. Mental or nervous disorders | | |
| 13. Rupture or hernia | | | 31. Complications from childhood diseases | | |
| 14. Cancer | | | 32. Sciatica | | |
| 15. Tumor | | | 33. Eye Trouble | | |
| 16. Skin conditions or chronic rash | | | 34. Ear Trouble | | |
| 17. Anemia | | | | | |
| 18. Yellow Jaundice | | | | | |

35. Are you at present under the doctor's care for any condition? . . . . . . . . . . . . . . . . . . . ______ ______
36. Are you taking any medication at this time? . . . . . . . . . . . . . . . . . . . . . . . . . . . ______ ______
37. Date of last chest x-ray ______________________
38. Have you ever been hospitalized for any illness or operations? If yes, please list giving reason and dates. ______________________

| SURGERIES | DATE |
|---|---|
| | |
| | |
| | |
| | |
| | |

**DISEASES**

Chicken pox ______
Measles ______
Mumps ______
Scarlet Fever ______
Poliomyelitis ______
Whooping Cough ______
Other ______________ ______

**IMMUNIZATIONS—TESTS**

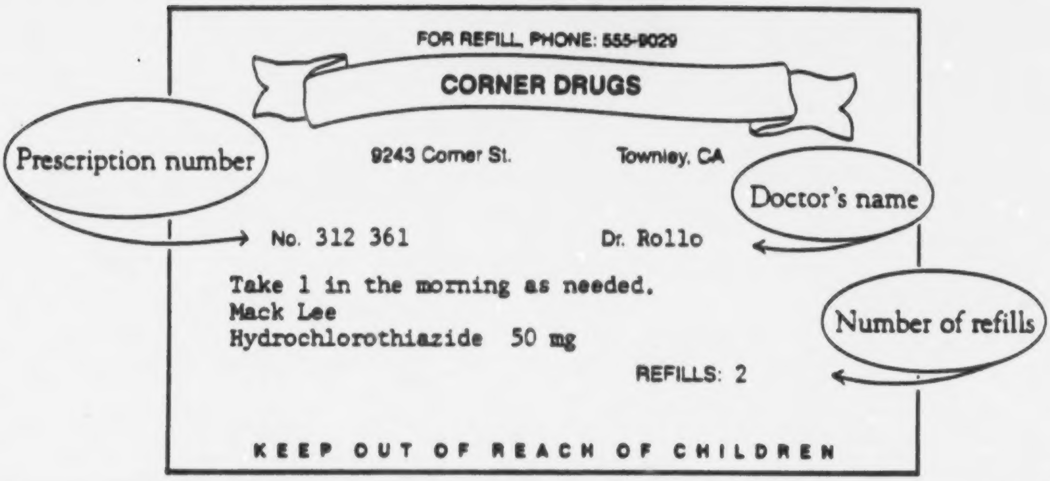
Diphtheria ______
Whooping Cough ______
Poliomyelitis ______
Tetanus ______
Smallpox ______
Typhoid ______
Tuberculin ______
Other ______________ ______

Date ______________________

______________________
(Signature)

In case of illness or accident, notify:
Name ______________________
Address ______________________
Phone Number ______________________

## Reference 36
## PRESCRIPTION LABELS



FOR REFILL, PHONE: 555-9029

**CORNER DRUGS**

9243 Corner St. Townley, CA

No. 312 361 Dr. Rollo

Take 1 in the morning as needed.
Mack Lee
Hydrochlorothiazide 50 mg

REFILLS: 2

KEEP OUT OF REACH OF CHILDREN

---

**CEDAR DRUGS**

555-1798

1195 Cedar Dr.,
Anytown, MA

No. 10695 Date 6/18/81

Jim Price

One capsule three times daily with meals.

Vita-supplement

Dr. Ann Lewis

---

297 Main Street, Anyplace NM

**ROSE Drugstore**
555-0022

No. 8971 Date 6/15/81

Ava Gomez Dr. Johnson

One tablet after meals and at bedtime.
Finish entire bottle.
E Mycin 250 mg

USE BEFORE: 9/84

---

### COLD-AWAY TABS

**DOSAGE:** ADULTS—**2 tablets every 4 hours as needed.**
**Do not exceed 8 tablets in 24 hours.**
CHILDREN 6-12 — **1 tablet every 4 hours as needed.**
**Do not exceed 4 tablets in 24 hours.**
**Unless directed by a physician, do not give to children under 6.**

---

**MYTOWN**
PHARMACY

1199 OAK, MYTOWN NY
555-9889

No. 5267

DATE: 5/19/81

Timmy Rogers

One teaspoon every four hours.
SHAKE BEFORE USING. Must take
the entire bottle.

*Use before:* 11/83 DR. Andrews

---

### QUELLO COUGH SYRUP

*Adults*—2 teaspoons every 6 to 8 hours.
*Children 6 to 12*—1 teaspoon every 6 to 8 hours.
*Children 3 to under 6*—1/2 teaspoon every 6 to 8 hours.

WARNING:

Unless directed by a physician, do not exceed 4 doses in 24 hours or give to children under 3.

If cough does not improve in 7 days, see a physician.

---

### MEDIGUM
For fever and sore throat pain.

**Dosage**

**Adults:** 2 tablets as needed, up to 16 tablets daily

**Children 6-12 years:** 1 to 2 tablets as needed, up to 8 tablets daily

**Children 3-6 years:** 1 tablet as needed, up to 3 tablets daily.

For children under 3, see a physician.

Reference 37
FOUR BASIC FOOD GROUPS

HEALTH
**NUTRITION—OBJECTIVE B**

**Handout 9**

Name ______________________________

**Words to Learn:** adults biscuit dried beans ounces peas poultry servings slice tablespoons tortilla

**Servings for Adults**

| | |
|---|---|
| 2<br>or more<br>servings | **Milk Group**<br>1 serving = 1 cup of milk<br>*or*<br>1½ cups of cottage cheese<br>*or*<br>1 to 2 ounces of cheese |
| 2<br>or more<br>servings | **Meat Group**<br>1 serving = 2 to 3 ounces of meat, poultry, fish<br>*or*<br>2 eggs<br>*or*<br>1 cup of cooked dried beans or peas<br>*or*<br>4 tablespoons of peanut butter |
| 4<br>or more<br>servings | **Vegetable-Fruit Group**<br>1 serving = ½ cup of any vegetable or fruit<br>*or*<br>1 small vegetable or fruit<br>*or*<br>¾ cup to 1 cup of juice |
| 4<br>or more<br>servings | **Bread-Cereal Group**<br>1 serving = 1 slice of bread, 1 biscuit, 1 tortilla<br>*or*<br>1 ounce of cold cereal<br>*or*<br>½ cup to ¾ cup cooked cereal, rice, macaroni |

Reference 38
FOOD PACKAGE LABEL

# The TYLERS

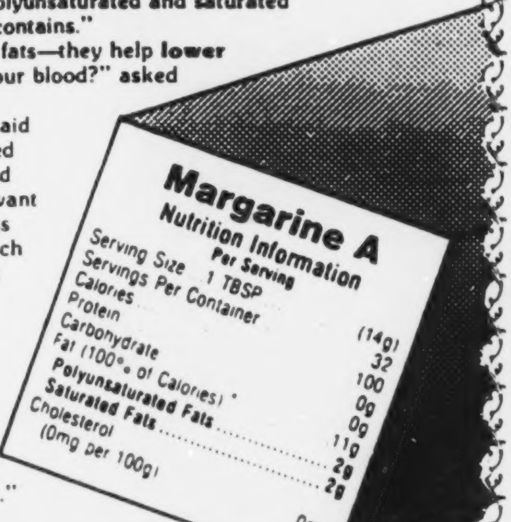
## Shelly Tyler Finds a Heart Pleasing Margarine

Shelly Tyler's father pushed his grocery cart up to the margarine cooler in the supermarket and said, "Shelly, we need to find a margarine label that shows how much polyunsaturated and saturated fats the margarine contains."

"Polyunsaturated fats—they help **lower** the cholesterol in your blood?" asked Shelly thoughtfully.

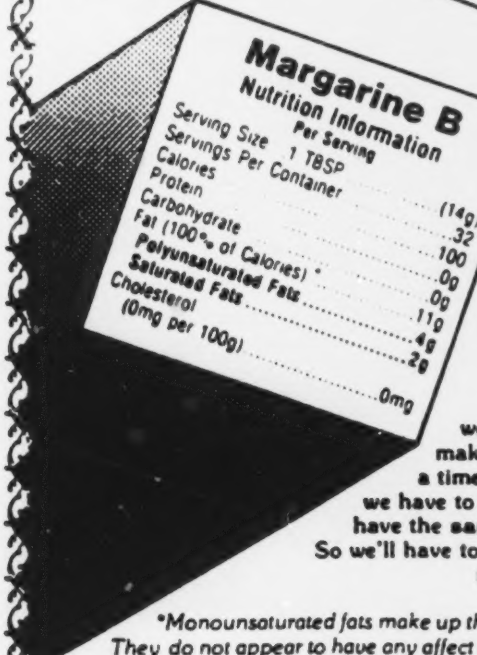
"Right, Shelly," said Mr. Tyler. "Saturated fats **raise** your blood cholesterol. So we want a margarine that has at least twice as much polyunsaturated fats as saturated fats."

Mr. Tyler picked up a margarine package and said, "See this one won't do. It has the **same** amount of saturated and polyunsaturated fats."



**Margarine A**
Nutrition Information
Per Serving

| | |
|---|---|
| Serving Size 1 TBSP | (14g) |
| Servings Per Container | 32 |
| Calories | 100 |
| Protein | 0g |
| Carbohydrate | 0g |
| Fat (100% of Calories) * | 11g |
| **Polyunsaturated Fats** | 2g |
| **Saturated Fats** | 2g |
| Cholesterol (0mg per 100g) | 0mg |



**Margarine B**
Nutrition Information
Per Serving

| | |
|---|---|
| Serving Size 1 TBSP | (14g) |
| Servings Per Container | 32 |
| Calories | 100 |
| Protein | 0g |
| Carbohydrate | 0g |
| Fat (100% of Calories) * | 11g |
| **Polyunsaturated Fats** | 4g |
| **Saturated Fats** | 2g |
| Cholesterol (0mg per 100g) | 0mg |

"Got it!" cried Shelly, jumping up and down with excitement. "This one has twice as much polyunsaturated fat as saturated fat."

"That wasn't hard at all," said Shelly.

"Changing what we eat can be easy, if we make just a few changes at a time," said Mr. Tyler. "But we have to remember that **all** fats have the **same** amount of calories. So we'll have to use our heart pleasing margarine wisely, too."

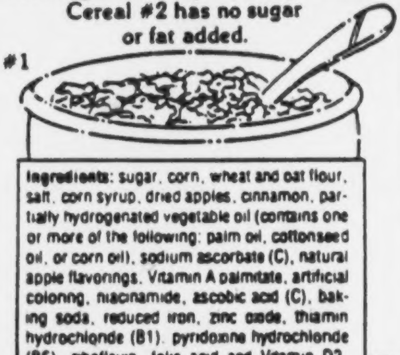
**Monounsaturated fats make up the remaining grams of fat. They do not appear to have any affect on blood cholesterol, but they do have as many calories as the other fats.*

# INGREDIENT LABELS ARE Something Else!

**Food labels list ingredients in order by weight: the item in the greatest amount is listed first; the item in the least amount is last.**

**For example, the labels below describe two cereals. Cereal #1 has more sugar than any other ingredient. Cereal #2 has no sugar or fat added.**

**#1**



**Ingredients:** sugar, corn, wheat and oat flour, salt, corn syrup, dried apples, cinnamon, partially hydrogenated vegetable oil (contains one or more of the following: palm oil, cottonseed oil, or corn oil), sodium ascorbate (C), natural apple flavorings, Vitamin A palmitate, artificial coloring, niacinamide, ascobic acid (C), baking soda, reduced iron, zinc oxide, thiamin hydrochloride (B1), pyridoxine hydrochloride (B6), riboflavin, folic acid and Vitamin D2, BHA added to preserve freshness

**#2**

**Ingredients:** 100% whole wheat, BHT added to the packing to preserve freshness

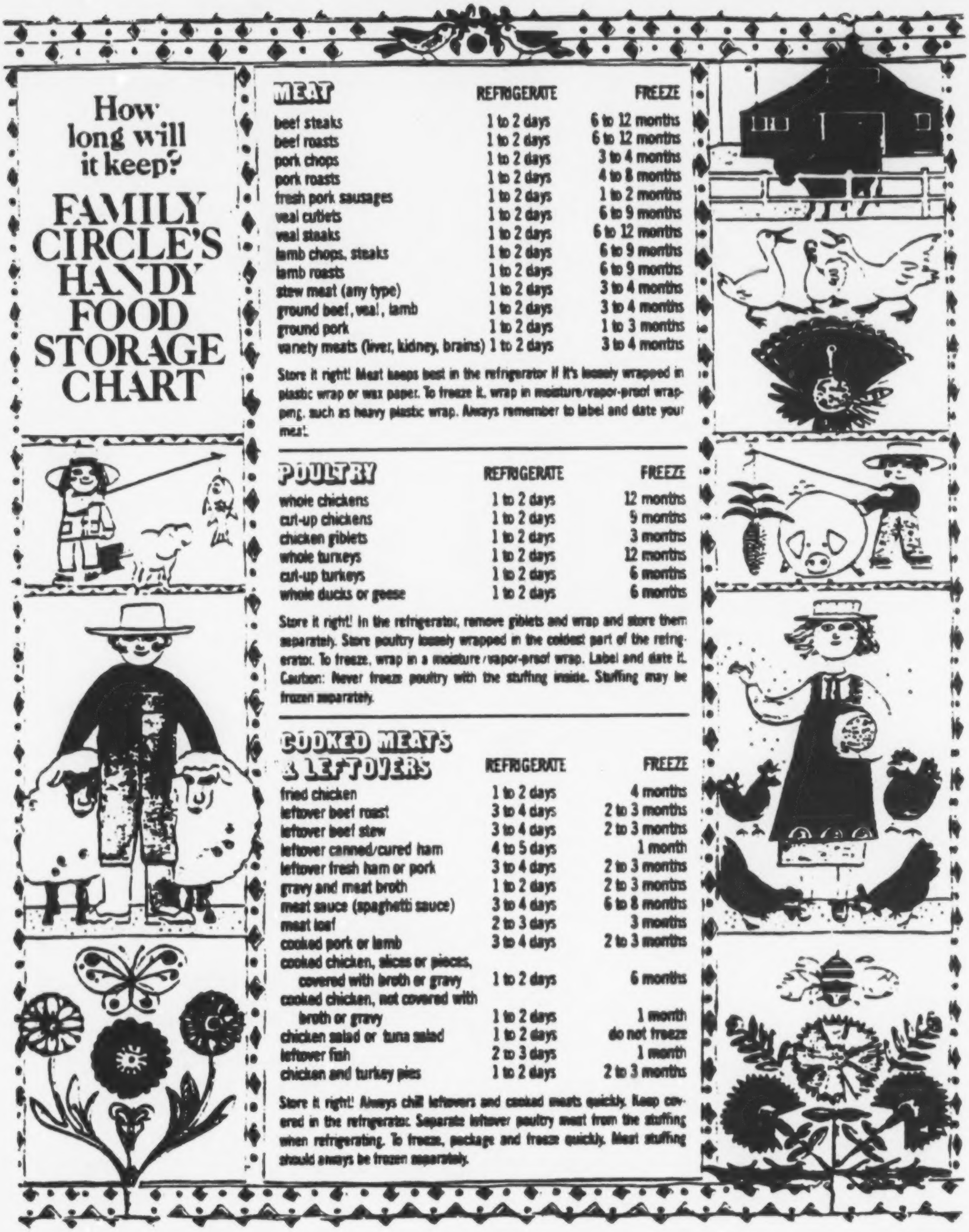
## What About Flavors and Colors?

**Flavors must be labeled as artificial or natural. Added colors from any source (vegetable, animal, mineral or other) must be labeled as "artificial" colors.**

## WHY EVERY PACKAGE DOESN'T TELL AN INGREDIENT STORY

Some products, such as ketchup, are made according to government standards called "standards of identity." In such standard of identity products, the U.S. Food and Drug Administration does not have the authority to require listing of the mandatory ingredients. However, permitted optional ingredients must be listed. Some manufacturers and store brands voluntarily list all of the ingredients in standardized foods.

## Reference 39
## FOOD STORAGE CHART



How long will it keep?

### FAMILY CIRCLE'S HANDY FOOD STORAGE CHART

| MEAT | REFRIGERATE | FREEZE |
|---|---|---|
| beef steaks | 1 to 2 days | 6 to 12 months |
| beef roasts | 1 to 2 days | 6 to 12 months |
| pork chops | 1 to 2 days | 3 to 4 months |
| pork roasts | 1 to 2 days | 4 to 8 months |
| fresh pork sausages | 1 to 2 days | 1 to 2 months |
| veal cutlets | 1 to 2 days | 6 to 9 months |
| veal steaks | 1 to 2 days | 6 to 12 months |
| lamb chops, steaks | 1 to 2 days | 6 to 9 months |
| lamb roasts | 1 to 2 days | 6 to 9 months |
| stew meat (any type) | 1 to 2 days | 3 to 4 months |
| ground beef, veal, lamb | 1 to 2 days | 3 to 4 months |
| ground pork | 1 to 2 days | 1 to 3 months |
| variety meats (liver, kidney, brains) | 1 to 2 days | 3 to 4 months |

Store it right! Meat keeps best in the refrigerator if it's loosely wrapped in plastic wrap or wax paper. To freeze it, wrap in moisture/vapor-proof wrapping, such as heavy plastic wrap. Always remember to label and date your meat.

| POULTRY | REFRIGERATE | FREEZE |
|---|---|---|
| whole chickens | 1 to 2 days | 12 months |
| cut-up chickens | 1 to 2 days | 9 months |
| chicken giblets | 1 to 2 days | 3 months |
| whole turkeys | 1 to 2 days | 12 months |
| cut-up turkeys | 1 to 2 days | 6 months |
| whole ducks or geese | 1 to 2 days | 6 months |

Store it right! In the refrigerator, remove giblets and wrap and store them separately. Store poultry loosely wrapped in the coldest part of the refrigerator. To freeze, wrap in a moisture/vapor-proof wrap. Label and date it. Caution: Never freeze poultry with the stuffing inside. Stuffing may be frozen separately.

| COOKED MEATS & LEFTOVERS | REFRIGERATE | FREEZE |
|---|---|---|
| fried chicken | 1 to 2 days | 4 months |
| leftover beef roast | 3 to 4 days | 2 to 3 months |
| leftover beef stew | 3 to 4 days | 2 to 3 months |
| leftover canned/cured ham | 4 to 5 days | 1 month |
| leftover fresh ham or pork | 3 to 4 days | 2 to 3 months |
| gravy and meat broth | 1 to 2 days | 2 to 3 months |
| meat sauce (spaghetti sauce) | 3 to 4 days | 6 to 8 months |
| meat loaf | 2 to 3 days | 3 months |
| cooked pork or lamb | 3 to 4 days | 2 to 3 months |
| cooked chicken, slices or pieces, covered with broth or gravy | 1 to 2 days | 6 months |
| cooked chicken, not covered with broth or gravy | 1 to 2 days | 1 month |
| chicken salad or tuna salad | 1 to 2 days | do not freeze |
| leftover fish | 2 to 3 days | 1 month |
| chicken and turkey pies | 1 to 2 days | 2 to 3 months |

Store it right! Always chill leftovers and cooked meats quickly. Keep covered in the refrigerator. Separate leftover poultry meat from the stuffing when refrigerating. To freeze, package and freeze quickly. Meat stuffing should always be frozen separately.

# Reference 40
## PERSONAL INFORMATION ON FORMS

Date ________

Print or Type — FIRST NAME — MIDDLE — LAST NAME

PRINT YOUR FULL NAME BELOW

WRITE YOUR FULL SIGNATURE BELOW

**Last Name** **First Name** **M.I.**

### APPLICANT INFORMATION

Name

Address

City State Zip -

Telephone No. - - Date of Birth - - Age

School

Address

City State Zip -

### APPLICANT INFORMATION

| | | | | | | |
|---|---|---|---|---|---|---|
| LAST NAME | | | FIRST NAME | | MIDDLE INITIAL | |
| STREET ADDRESS | | | CITY | | STATE | ZIP |
| DATE OF BIRTH | MONTH | DAY | YEAR | Present Age | PLACE OF BIRTH CITY | STATE |
| SOCIAL SECURITY NO | TELEPHONE NO.<br>( ) | | ARE YOU EMPLOYED<br>☐ YES ☐ NO | | DO YOU HAVE A DRIVER'S LICENSE?<br>☐ YES ☐ NO | |
| NAME OF HIGH SCHOOL | | | | | | |
| STREET ADDRESS | | | CITY | | STATE | ZIP |

# Application for Federal Employment—SF 171

Reference 41
GOVERNMENT FORM SF171

**Form Approved:**
**OMB No. 3206-00**

**Read the instructions before you complete this application.** ***Type or print clearly in dark ink.***

## GENERAL INFORMATION

**1** What kind of job are you applying for? *Give title and announcement number (if any)*

**2** If the announcement lists several job titles, which jobs are you applying for?

**3** Social Security Number

**4** Birth date *(Month, Day, Year)*

**5** Name *(Last, First, Middle)*

Street address or RFD number *(include apartment number, if any)*

City | State | ZIP Code

**6** Other names ever used

**7** Sex *(for statistical use)*
☐ Male ☐ Female

**8** Home Phone
Area Code | Number

**9** Work Phone
Area Code | Number | Ext.

**10** Were you ever employed as a civilian by the Federal Government? If "**NO**", go to 11. If "**YES**", mark each type of job you held with an "**X**".
☐ Temporary ☐ Career-Conditional ☐ Career ☐ Excepted
What is your highest grade, classification series and job title?

Dates at highest grade: FROM TO

**11** Do you have any applications for Federal employment on file with the U.S. Office of Personnel Management? If "**NO**", mark here ☐ and go to **12**. If "**YES**", write below and continue in **47** the information for each application: (a) the name of the office that has your application, (b) the title of the job, (c) the date of your Notice of Results, and (d) your rating.

## FOR USE OF EXAMINING OFFICE ONLY

Material
☐ Submitted
☐ Returned

Entered register

Notations

Form reviewed

Form approved

| Option | Grade | Earned Rating | Preference | Aug. Rating |
|---|---|---|---|---|
| | | | ☐ 5 Points (Tent.) | |
| | | | ☐ 10 Pts. (30% or More Comp. Dis.) | |
| | | | ☐ 10 Pts. (Less Than 30% Comp. Dis.) | |
| | | | ☐ Other 10 Points | |
| | | | ☐ Disallowed | |
| Initials and Date | | | ☐ Being Investigated | |

ANNOUNCEMENT NO

APPLICATION NO

## FOR USE OF APPOINTING OFFICER ONLY

Preference has been verified through proof that the separation was under honorable conditions, and other proof as required.

☐ 5-Point ☐ 10-Point—30% or More Compensable Disab. ☐ 10-Point—Less Than 30% Compensable Disab. ☐ 10-Point—Other

Signature and Title

Agency | Date

## AVAILABILITY

**12** When can you start work? *(Month and Year)*

**13** What is the **lowest** pay you will accept?
Pay $ ______ per ______ **OR** Grade ______

| | YES | NO |
|---|---|---|
| **14** Are you willing to work: | | |
| A In the Washington, D.C., metropolitan area? | | |
| B Outside the 50 United States? | | |
| C Any place in the United States? | | |
| D Only in *(list the location(s))* | | |
| **15** Are you willing to work: A 40 hours per week (full-time)? | | |
| B 25-32 hours per week (part-time)? | | |
| C 17-24 hours per week (part-time)? | | |
| D 16 or fewer hours per week (part-time)? | | |
| E In an intermittent job (on-call/seasonal)? | | |
| F Weekends, shifts, or rotating shifts? | | |
| **16** Are you willing to take a temporary job lasting: A 5 to 12 months (sometimes longer)? | | |
| B 1 to 4 months? | | |
| C Less than 1 month? | | |
| **17** Are you willing to travel away from home for: A 1 to 5 nights each month? | | |
| B 6 to 10 nights each month? | | |
| C 11 or more nights each month? | | |

## MILITARY SERVICE AND VETERAN PREFERENCE

| | YES | NO |
|---|---|---|
| **18** Have you served on active duty in the United States Military Service? *If your only active duty was training in the Reserves or National Guard, answer "NO".* If "**NO**", go to **22**. | | |
| **19** Were you honorably discharged from the military service? If your discharge was changed to "honorable" or "general" by a Discharge Review Board, answer "YES". If you received a clemency discharge, answer "NO". If "**NO**", explain in **47**. | | |
| **20** Did you or will you retire at or above the rank of major or lieutenant commander? | | |

**21** List the dates, branch, and serial number for all active duty service

| FROM | TO | BRANCH OF SERVICE | SERIAL NUMBER |
|---|---|---|---|
| | | | |
| | | | |

**22** Place an "X" in the box next to your veteran Preference claim. Mark only **one** box. *See the instructions for eligibility information.*

☐ **1** NO PREFERENCE

☐ **2** 5-POINT PREFERENCE—You must show proof when you are hired.

**10-POINT PREFERENCE—If you claim 10-point preference, you must complete a Standard Form 15, which is available at any Federal Job Information Center. ATTACH THE COMPLETED SF 15 TO THIS APPLICATION, TOGETHER WITH THE PROOF REQUESTED IN THE SF 15.**

☐ **3** Non-compensably disabled or Purple Heart recipient.

☐ **4** Compensably disabled (less than 30%).

☐ **5** Spouse, widow(er), or mother.

☐ **6** Compensably disabled (30% or more).

THE FEDERAL GOVERNMENT IS AN EQUAL OPPORTUNITY EMPLOYER

Standard Form 171 (Rev. 2/84)
Office of Personnel Management
FPM Chapter 295

BEST COPY AVAILABLE

Reference 42
APPLICATION FOR EMPLOYMENT

# APPLICATION FOR EMPLOYMENT

| LAST NAME | FIRST NAME | INITIAL | SOCIAL SECURITY | DATE |
|---|---|---|---|---|
| | | | | |

| STREET ADDRESS | CITY | STATE | ZIP CODE | TELEPHONE |
|---|---|---|---|---|
| | | | | |

| BIRTH DATE<br>Mo Day Year | MARITAL STATUS | HEIGHT | WEIGHT | ARE YOU A CITIZEN OF UNITED STATES? | DRAFT CLASSIFICATION |
|---|---|---|---|---|---|
| | Single ☐ Divorced ☐<br>Married ☐ Widowed ☐ | | | Yes ☐ No ☐ | |

Have you ever been arrested or convicted of a crime (other than traffic violations)? Yes ☐ No ☐

If yes, list date and place.

| TYPE OF EMPLOYMENT | WORK PREFERENCE | LIST SKILLS | |
|---|---|---|---|
| ☐ Permanent<br>☐ Part-Time<br>☐ Summer | ☐ Production and Maintenance<br>☐ Office Work | (Welding, Burning) | Words per Minute<br>Typing Shorthand |

| NAME OF SCHOOL | SCHOOL LOCATION (City and State) | DATES ATTENDED FROM Mo/Yr | TO Mo/Yr | GRADUATED Yes | No | COURSE |
|---|---|---|---|---|---|---|
| GRADE | | | | | | |
| HIGH | | | | | | |
| OTHER | | | | | | |

CIRCLE HIGHEST GRADE COMPLETED 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16+

| NAME OF PREVIOUS EMPLOYERS | ADDRESS | DATES FROM Mo/Yr | TO Mo/Yr | JOB | REASON FOR LEAVING |
|---|---|---|---|---|---|
| | | | | | |
| | | | | | |

| LAST BRANCH OF SERVICE | DATE ENTERED | DATE DISCHARGED | HIGHEST RANK | TYPE OF DIS |
|---|---|---|---|---|
| | | | | |

(List special training received such as Electronics, Auto Mechanics, Welder, etc.)

## Reference 43
## RESUME FORM & ACTION WORDS

### RÉSUMÉ FORM

Name: Date

Address:

Telephone:

Position Desired: Job title

Personal Information: Birthday
Marital Status

Work History: List each job in order starting with most recent and working backward.
Give dates of employment and name and address of company.
Give position held and describe the work briefly.

Education: Give last grade completed OR
List high school, date of graduation, course of study.

References: Name and address of people (other than relatives) who know you. Ex: teachers, former employers, and clergymen

### ACTION WORDS WHICH SHOW SKILL

Design
Assign
Develop
Coordinate
Compose
Supervise
Assemble
Manage
Collect
Produce
Achieve
Attain
Control
Adjust
Maintain
Trouble-Shoot
Recommend
Review
Create
Evaluate
Plan
Judge
Organize
Compare
Proofread
Implement
Edit
Establish

Update
Adapt
Direct
Formulate
Initiate
Generate
Decide
Apply
Lead
Conceptualize
Guide
Forecast
Inspire
Chair (Meetings)
Restore
Negotiate
Visualize
Set Goals
Prioritize
Make Policy
Interpret
Draft
Develop Programs
Contract
Delegate
Create
Reduce Costs
Clarify

Develop Rapport
Counsel
Advise
Debate
Empower
Influence
Enhance
Listen
Sell
Build Market
Empathize
Expand
Collaborate
Motivate
Assess
Arbitrate
Oversee
Mentor
Mediate
Represent
Bargain
Reconcile
Innovate
Perform
Synthesize
Demonstrate
Integrate
Improve

Communicate
Arrange
Encourage
Define
Explain
Compile
Summarize
Validate
Report
Write (Reports-Proposals)
Facilitate
Simplify
Classify
Calculate
Analyze
Compute
Brief
Inform
Instruct
Appraise
Research
Train
Cost Account
Consult
Administer
Enable

## NEWSPAPER AD ABBREVIATIONS

## USING THE NEWSPAPER

1. Check the "want-ads" of the local newspapers every day. Use the list of abbreviations below to help understand them. Don't be frightened away by titles like "Management trainee" or "executive assistant." Don't rule out ads that say "experienced only." Read the job description; if it sounds like something you can do, apply for the job. Reply to ads immediately; most good jobs are filled within a day or two after being advertized.

2. Place a "job wanted" ad in the local newspaper (it's best to place it in the Sunday edition). For example: "Laborer: needs full-time employment, much experience, call 555-1111."

### WANT-AD ABBREVIATIONS

| | | | | | |
|---|---|---|---|---|---|
| adv. | advertising | excel. | excellent | mo. | month |
| aft. | after | exper. | experience | nat'l. | national |
| a.m. | morning | exp'd. | experienced | nec. | necessary |
| appt. | appointment | ext. | extension | nr. | near |
| assn. | association | ftr. | future | ofc. | office |
| asst. | assistant | gd. | good | oper. | operator |
| attract. | attractive | gen. | general | oppty. | opportunity |
| avail. | available | gov't. | government | pd. | paid |
| benes. | benefits | grad. | graduate | perm. | permanent |
| bet. | between | hosp. | hospital | pers. | personnel agency |
| bgn. | beginning | hqtrs. | headquarters | p.m. | afternoon |
| bldg. | building | hr. | hour | pref. | prefer |
| bus. | business | hrly. | hourly | pt. | part or part-time |
| clk. | clerk | h.s. | high school | refs. | references |
| co. | company | hvy. | heavy | req. | required |
| coll. | college | immed. | immediately | res. | residential |
| comm. | commission | incl. | including | sal. | salary |
| comm'l. | commercial | ind. | industrial | secy. | secretary |
| cond. | conditions | indiv. | individual | sh. | shorthand |
| const. | construction | jr. | junior | sr. | senior |
| corp. | corporation | lge. | large | techs. | technicians |
| dept. | department | lic. | license | temp. | temporary |
| dir. | director | loc. | local or located | transp. | transportation |
| div. | division | lt. | light | trnee. | trainee |
| dntn. | downtown | mach. | machine | typ. | typist |
| elec. | electric | maint. | maintenance | w/ | with |
| empl. | employment | manuf. | manufacture | wk. | week |
| eqpt. | equipment | mech. | mechanic | wkr. | worker |
| etc. | and so on | med. | medical | wpm. | words per minute |
| eves. | evenings | mgr. | manager | yr. | year |

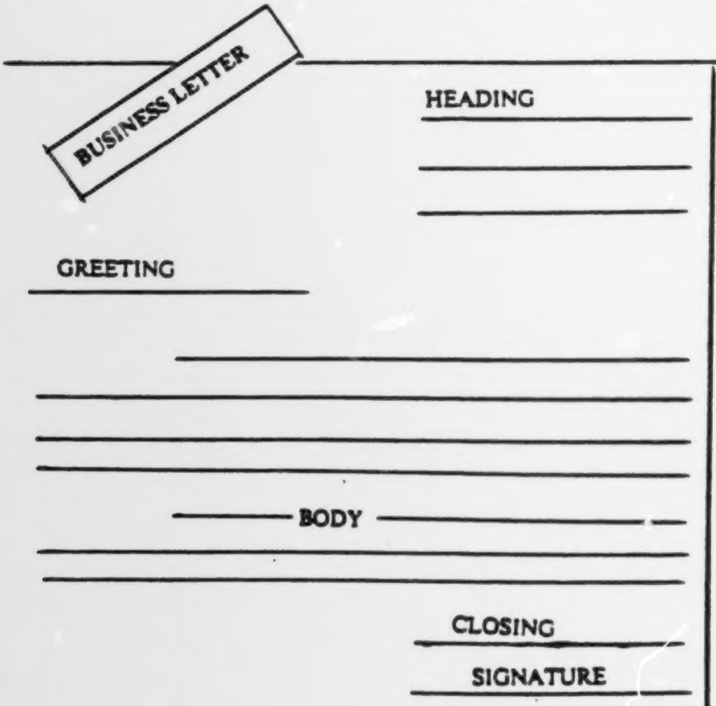
"How to Get A Job" Prince Georges County Public Schools 1978.

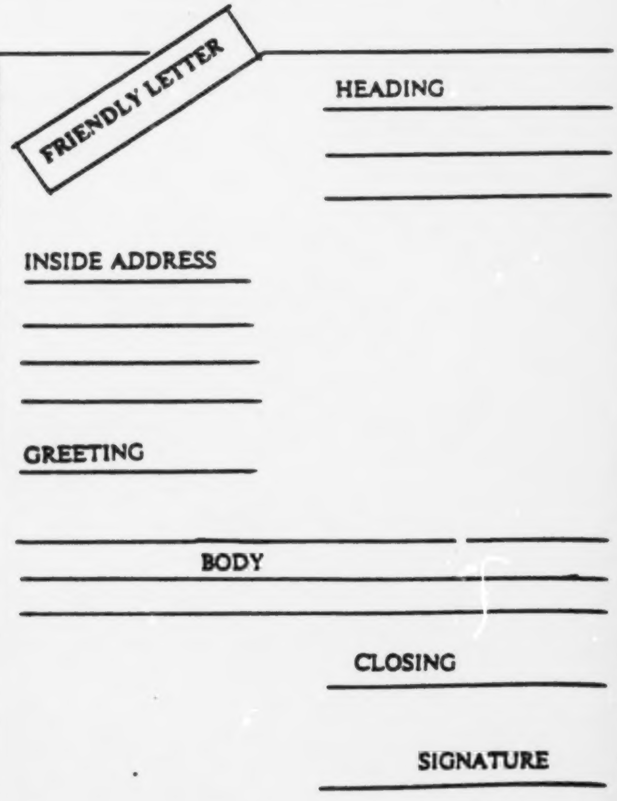
# Letters

There are two kinds of letters, the *business letter* and the *friendly letter*. Then there are the standard parts of a letter called: the *heading*, the *inside address*, the *salutation*, the *body*, the *closing*, and the *signature*.

These kinds and parts have been put together for you in the chart below as a comparison and contrast. You can see how they are alike and how they are different.

| | FRIENDLY LETTER | BUSINESS LETTER |
|---|---|---|
| LETTER PARTS:<br>HEADING | Your address and the date in the upper right-hand corner | Your address and the date in the upper right-hand corner |
| INSIDE ADDRESS | None | Title and address you are writing to at beginning left |
| GREETING | Informal; place in the beginning at the left margin | Formal; place below the inside address |
| BODY | Many topics; warm and informal | One or few topics; formal; clear and to the point |
| CLOSING | Informal; breezy; affectionate; placed to the right | Formal; precise; restrained; placed to the right |
| SIGNATURE | Informal; nicknames and pet names used; placed under closing | Title and/or formal legal signature; placed under closing |


BUSINESS LETTER
HEADING
GREETING
BODY
CLOSING
SIGNATURE


FRIENDLY LETTER
HEADING
INSIDE ADDRESS
GREETING
BODY
CLOSING
SIGNATURE

## Reference 46
## EMPLOYEE TRAITS

### TRAITS AN EMPLOYER WANTS TO SEE

1. An employee takes full responsibility for the work that he/she does.
2. An employee shows interest in the work that he/she does.
3. An employee asks questions if he/she does not understand an assignment.
4. An employee accomplishes his/her assignments to the best of his/her ability.
5. An employee is honest and open.
6. An employee displays courtesy, cooperation and cheerfulness.
7. An employee is willing to accept constructive criticism.
8. An employee is neat and clean in his/her personal apperance.
9. An employee demonstrates dependability and reliability.
10. An employee has good attendance and is punctual.
11. An employee is helpful and unselfish toward his/her fellow employees.
12. An employee demonstrates initiative and creativity.
13. An employee does not have to be reminded to complete his/her assignment.

### TRAITS AN EMPLOYER DOES NOT WANT TO SEE

1. An employee tries to shift the blame for mistakes onto his/her fellow workers
2. An employee couldn't care less about the job he/she does.
3. An employee does not ask questions when he/she has a problem.
4. An employee is dishonest/lies
5. An employee is discourteous and moody.
6. An employee thinks that everyone is "on his/her back".
7. An employee is not aware of his/her personal hygiene.
8. An employee is unreliable.
9. An employee is never on time and misses too many days of work.
10. An employee refuses to help his fellow workers.
11. An employee has to be constantly reminded to complete his/her assignment.

FROM EMPLOYMENT: The ONLY GAME
IN TOWN - Mont. Co. Gov't.
Division of Labor Services

Reference 47
CAREER AWARNESS SURVEY

Name ________________________________ Date ______________

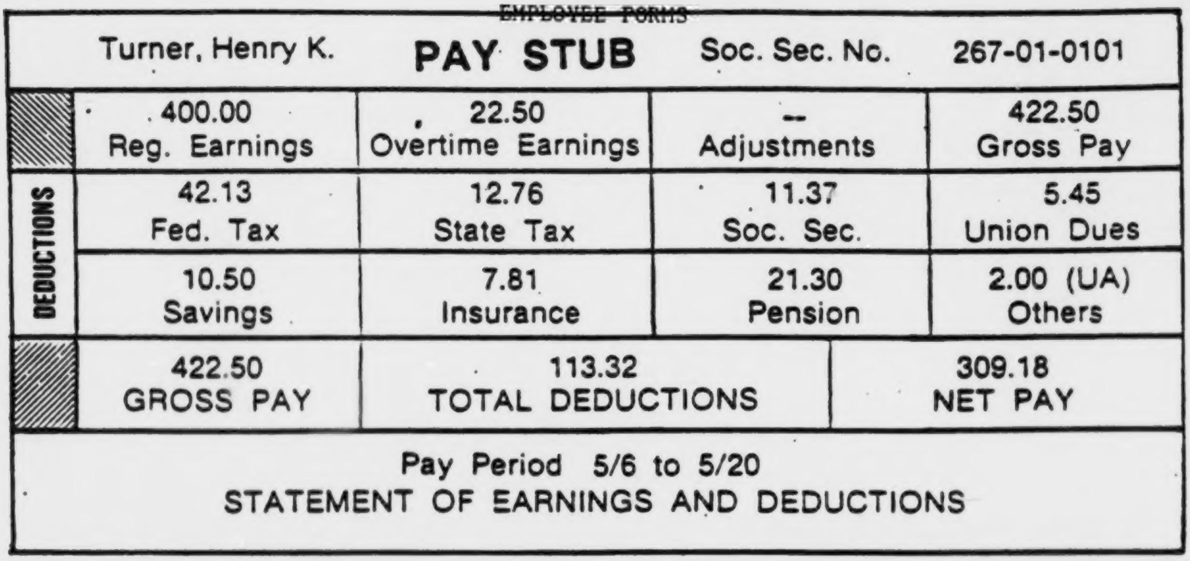
# WHAT DO I LIKE TO DO?

CAREER AWARENESS **2**

**There are two statements in each numbered pair. Check the statement in each pair that best describes you.**

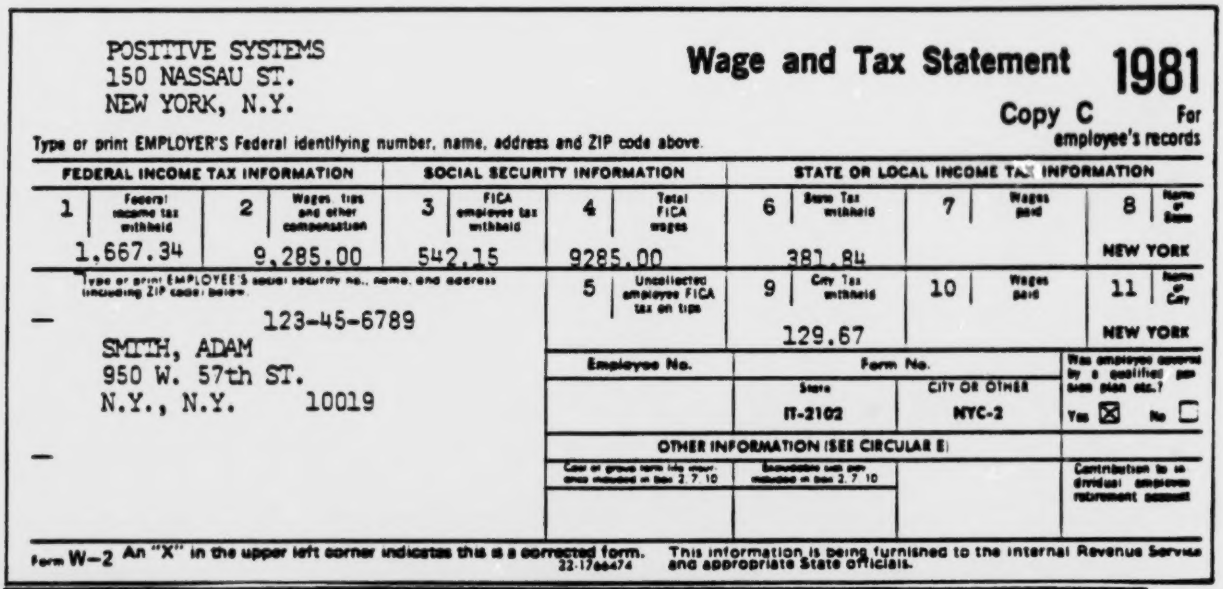
1. I work well with people. ___ I work well with tools. ___
2. I work well under pressure. ___ I work best in a relaxed atmosphere. ___
3. I like to work alone. ___ I like to share job responsibilities. ___
4. I like to work early in the day. ___ I like to work at night. ___
5. I would like to sell products to people. ___ I would like to stock shelves in a store. ___
6. I would like to have regular working hours. ___ I would like to travel in my job. ___
7. I would like to work on a farm. ___ I would like to work in a factory. ___
8. I like to work with my hands. ___ I like doing paperwork. ___
9. I like to work with numbers. ___ I like to work with words and ideas. ___
10. I work well with children. ___ I work well with machinery. ___
11. I would like to work in a restaurant. ___ I would like to work in an office. ___
12. I like to spend a lot of time outdoors. ___ I like to stay indoors. ___
13. I work best if my time is scheduled for me. ___ I work best if I set my own hours. ___
14. I like to have someone tell me what to do. ___ I like to work on my own. ___
15. I want a job that pays a lot of money. ___ I want an interesting job. ___

#5 Cebco CAREER AWARENESS



| | | | |
|---|---|---|---|
| Turner, Henry K. | **PAY STUB** | Soc. Sec. No. | 267-01-0101 |
| 400.00<br>Reg. Earnings | 22.50<br>Overtime Earnings | --<br>Adjustments | 422.50<br>Gross Pay |
| **DEDUCTIONS** | | | |
| 42.13<br>Fed. Tax | 12.76<br>State Tax | 11.37<br>Soc. Sec. | 5.45<br>Union Dues |
| 10.50<br>Savings | 7.81<br>Insurance | 21.30<br>Pension | 2.00 (UA)<br>Others |
| 422.50<br>GROSS PAY | 113.32<br>TOTAL DEDUCTIONS | 309.18<br>NET PAY | |

Pay Period 5/6 to 5/20
STATEMENT OF EARNINGS AND DEDUCTIONS



POSITIVE SYSTEMS
150 NASSAU ST.
NEW YORK, N.Y.

Type or print EMPLOYER'S Federal identifying number, name, address and ZIP code above.

**Wage and Tax Statement 1981**

Copy C For employee's records

| FEDERAL INCOME TAX INFORMATION | | SOCIAL SECURITY INFORMATION | | STATE OR LOCAL INCOME TAX INFORMATION | | |
|---|---|---|---|---|---|---|
| 1 Federal income tax withheld | 2 Wages, tips and other compensation | 3 FICA employee tax withheld | 4 Total FICA wages | 6 State Tax withheld | 7 Wages paid | 8 Name of State |
| 1,667.34 | 9,285.00 | 542.15 | 9285.00 | 381.84 | | NEW YORK |
| | | | 5 Uncollected employee FICA tax on tips | 9 City Tax withheld | 10 Wages paid | 11 Name of City |
| | | | | 129.67 | | NEW YORK |

Type or print EMPLOYEE'S social security no., name, and address including ZIP code below.

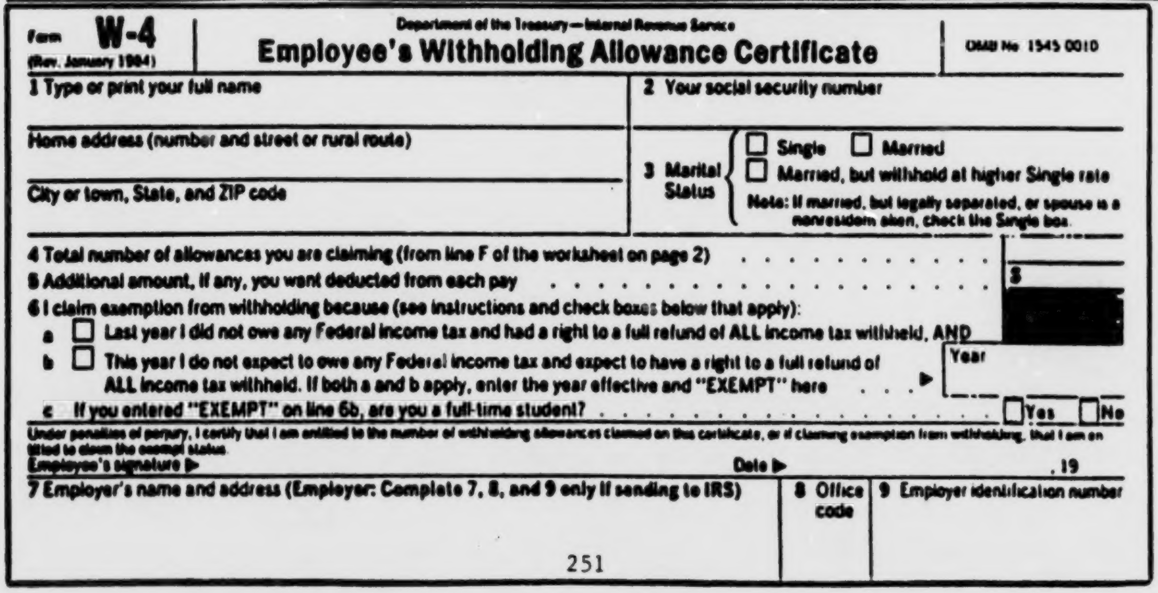
123-45-6789
SMITH, ADAM
950 W. 57th ST.
N.Y., N.Y. 10019

| Employee No. | Form No. State | Form No. City or Other | Was employee covered by a qualified pension plan etc.? |
|---|---|---|---|
| | IT-2102 | NYC-2 | Yes ☒ No ☐ |

OTHER INFORMATION (SEE CIRCULAR E)

| Cost of group term life insurance included in box 2, 7, 10 | Excludable sick pay included in box 2, 7, 10 | | Contribution to individual employee retirement account |
|---|---|---|---|
| | | | |

Form W-2 An "X" in the upper left corner indicates this is a corrected form. 22-1766474 This information is being furnished to the Internal Revenue Service and appropriate State officials.



Form **W-4** (Rev. January 1984)
Department of the Treasury—Internal Revenue Service
**Employee's Withholding Allowance Certificate**
OMB No. 1545 0010

1 Type or print your full name
2 Your social security number
Home address (number and street or rural route)
City or town, State, and ZIP code
3 Marital Status ☐ Single ☐ Married ☐ Married, but withhold at higher Single rate
Note: If married, but legally separated, or spouse is a nonresident alien, check the Single box.

4 Total number of allowances you are claiming (from line F of the worksheet on page 2) . . . . . . . . . . . . . .
5 Additional amount, if any, you want deducted from each pay . . . . . . . . . . . . . . . . . . . . . . . $
6 I claim exemption from withholding because (see instructions and check boxes below that apply):
a ☐ Last year I did not owe any Federal income tax and had a right to a full refund of ALL income tax withheld, AND
b ☐ This year I do not expect to owe any Federal income tax and expect to have a right to a full refund of ALL income tax withheld. If both a and b apply, enter the year effective and "EXEMPT" here . . . ▶ Year
c If you entered "EXEMPT" on line 6b, are you a full-time student? . . . . . . . . . . . . . . . . . . . . ☐ Yes ☐ No

Under penalties of perjury, I certify that I am entitled to the number of withholding allowances claimed on this certificate, or if claiming exemption from withholding, that I am entitled to claim the exempt status.
Employee's signature ▶ Date ▶ , 19

7 Employer's name and address (Employer: Complete 7, 8, and 9 only if sending to IRS)
8 Office code
9 Employer identification number

## Reference 49
## THE CREDIT UNION

### Credit unions

Credit unions are made up of persons who share a common bond. The common bond can be their place of work. Or it might be the church they belong to. Or it could be the place where they live.

Members of a credit union pool their savings. They invest the savings. The credit union pays interest on these savings accounts.

And the credit union gives personal loans to members. It lends money for many of the same purposes that banks do.

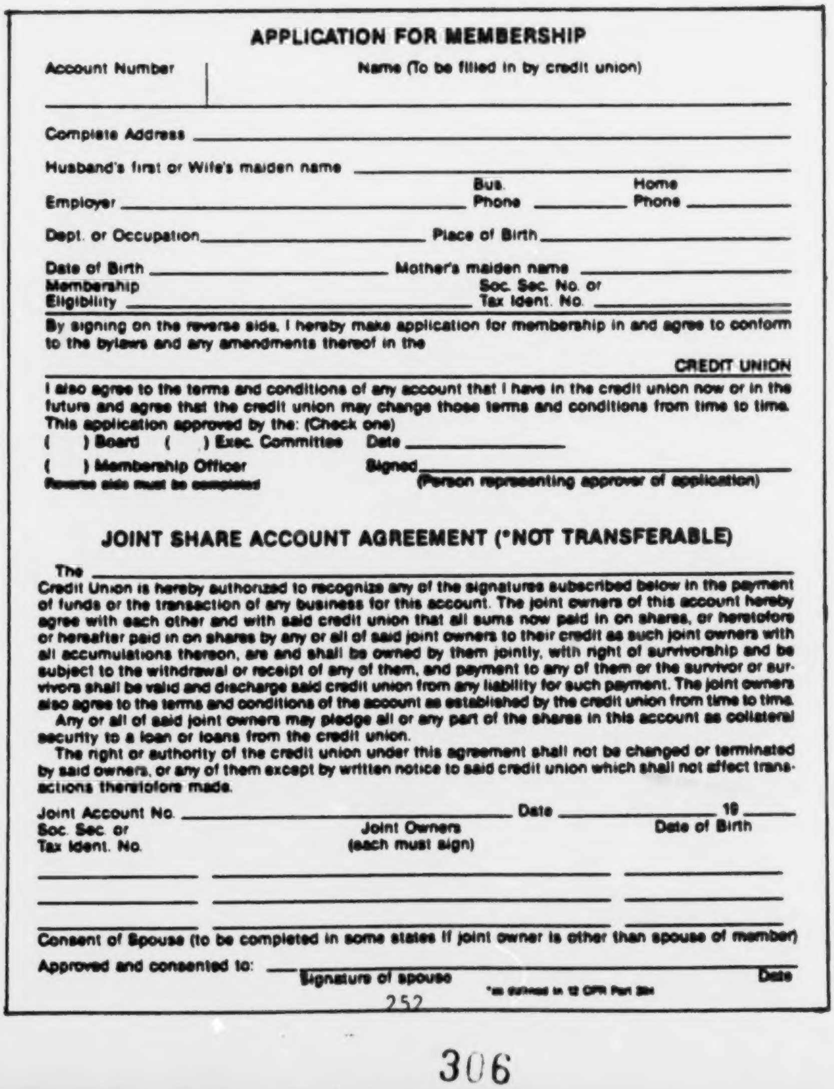
These loans might or might not be secured by collateral. A member might put up his car as collateral for a car loan. He might put up other property as collateral for other loans.

The credit union can give signature loans. It might ask a member to get another member as a cosigner.

Often, the credit union will ask a member to agree to a wage assignment. If the member stops paying back the loan, the credit union will take part of his wages.

A credit union loan costs less than almost any other loan. Usually, the cost is between 8% APR and 12% APR.

Many credit unions provide loan protection at no extra cost. The credit union will pay off the loan if the borrower dies or becomes disabled.



**APPLICATION FOR MEMBERSHIP**

Account Number | Name (To be filled in by credit union)

Complete Address ____

Husband's first or Wife's maiden name ____

Employer ____ Bus. Phone ____ Home Phone ____

Dept. or Occupation ____ Place of Birth ____

Date of Birth ____ Mother's maiden name ____

Membership Eligibility ____ Soc. Sec. No. or Tax Ident. No. ____

By signing on the reverse side, I hereby make application for membership in and agree to conform to the bylaws and any amendments thereof in the

____ CREDIT UNION

I also agree to the terms and conditions of any account that I have in the credit union now or in the future and agree that the credit union may change those terms and conditions from time to time.

This application approved by the: (Check one)

(   ) Board (   ) Exec. Committee Date ____

(   ) Membership Officer Signed ____

Reverse side must be completed (Person representing approver of application)

**JOINT SHARE ACCOUNT AGREEMENT (*NOT TRANSFERABLE)**

The ____ Credit Union is hereby authorized to recognize any of the signatures subscribed below in the payment of funds or the transaction of any business for this account. The joint owners of this account hereby agree with each other and with said credit union that all sums now paid in on shares, or heretofore or hereafter paid in on shares by any or all of said joint owners to their credit as such joint owners with all accumulations thereon, are and shall be owned by them jointly, with right of survivorship and be subject to the withdrawal or receipt of any of them, and payment to any of them or the survivor or survivors shall be valid and discharge said credit union from any liability for such payment. The joint owners also agree to the terms and conditions of the account as established by the credit union from time to time.

Any or all of said joint owners may pledge all or any part of the shares in this account as collateral security to a loan or loans from the credit union.

The right or authority of the credit union under this agreement shall not be changed or terminated by said owners, or any of them except by written notice to said credit union which shall not affect transactions theretofore made.

Joint Account No. ____ Date ____ 19 ____

| Soc. Sec. or Tax Ident. No. | Joint Owners (each must sign) | Date of Birth |
|---|---|---|
| | | |
| | | |
| | | |

Consent of Spouse (to be completed in some states if joint owner is other than spouse of member)

Approved and consented to: ____

Signature of spouse Date

*as defined in 12 CFR Part [illegible]

Reference 50
OCCUPATIONAL ACCIDENT REPORT

# ACCIDENT REPORT

## TIME AND PLACE

1. Location of school or place where accident or exposure occurred ____ Code 1

Employer's premises ____ Yes ____ No

2. Date of injury or initial diagnosis of occupational illness ☐☐☐☐☐☐ M M D D Y Y day of week ____

Hour of day ☐☐☐☐ AM ☐☐☐☐ PM 3. Date disability began ____ 19 ____ ____ AM ____ PM

4. Was injured paid in full for day of injury? ____ Yes ____ No. 5. When did you or your supervisor first know of injury? ____ ____

6 Name of immediate supervisor ____

## INJURED PERSON

7. Name of injured ____ ☐☐☐-☐☐-☐☐☐☐

(Type or Print) First Middle Last Social Security Number

8. Address ____

No. and Street City or Town State Zip Code

9. Check (✓): ____ Married ____ Single ____ Widowed ____ Widower ____ Divorced ____ Male ____ Female 10. Age ____

11. Occupation when injured ____ Code 2 Was this his/her regular occupation? ____ Yes ____ No

If not, state regular occupation ____ 12. How long employed ____ Wage per hour ____

Wage per day ____ Average weekly earnings ____ No. hours worked per day ____ No. hours worked per week ____. If board, lodging, fuel, or other advantages were furnished in addition to wages, give estimate of value per day, week or month ____.

## CAUSE OF INJURY

13 Machine, tool or substance causing injury ____ 14. Was safety appliance or regulation provided? ☐ Yes ☐ No Was it in use at time? ☐ Yes ☐ No Code 3 15. What was employee doing when injured? Be specific. If he was using tools or equipment or handling material, name them and tell what he was doing with them. ____

17. Did disability arise out of and in the course of claimant's last employment? ____ Yes ____ No

## NATURE OF INJURY

18. Nature of injury or occupational disease ____ ☐☐ Code 4

Part of Body ____ ☐☐ Code 5 Type of injury ____ ☐☐☐ Code 6

19. Probable number of work days away from work ____. 20. Has injured returned to work? ____ Yes ____ No.

If so, date and hour ____. At what wage? ____. At what occupation? ____

____ Part-time ____ Full-time ____ Light Duty ____ Temporary Reassignment

21. Name and address of physician ____

Name and address of hospital ____

____ Inpatient ____ Outpatient

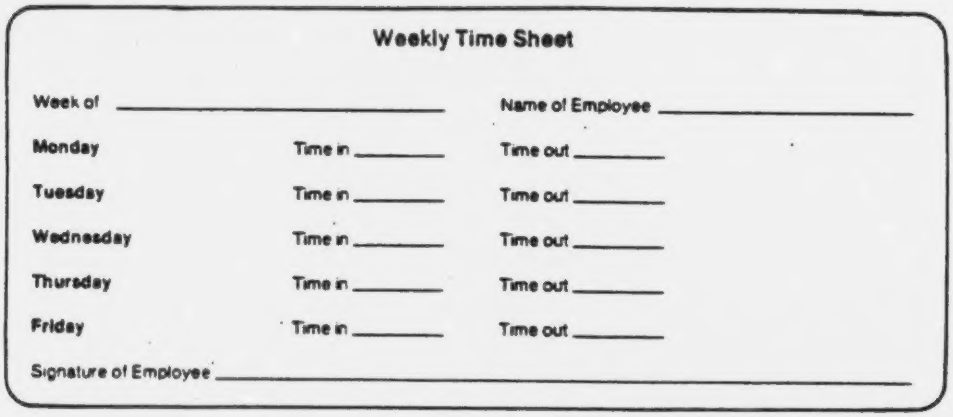
22 Employee's Signature

| CODE 4 – NATURE OF INJURY | |
|---|---|
| ABRASION/BRUISE | 01 |
| AMPUTATION | 02 |
| ASPHYXIATION | 03 |
| BITE | 04 |
| BURNS/SCALDS | 05 |
| CONCUSSION | 06 |
| CUTS/LACERATION | 07 |
| DISLOCATION | 08 |
| DROWNING | 09 |
| ELECTRICAL SHOCK | 10 |
| FRACTURE | 12 |

| CODE 5 – PART OF BODY INJURED | |
|---|---|
| ABDOMEN | 01 |
| ANKLE | 02 |
| ARM | 03 |
| BACK | 04 |
| CHEST/RIBS | 05 |
| EAR | 07 |
| EYE | 09 |
| FACE | 10 |
| FINGERS/THUMB | 11 |
| FOOT | 12 |
| HAND | 14 |

| CODE 6 – TYPE OF INJURY | |
|---|---|
| FALL FROM ELEVATION | 101 |
| FALL ON SAME LEVEL | 102 |
| STRUCK AGAINST | 103 |
| STRUCK BY | 104 |
| CAUGHT IN, UNDER, BETWEEN | 105 |
| OVER EXERTION/STRAIN | 106 |
| CONTACT w/ELEC. CURRENT | 107 |
| CONTACT w/EXTREME TEMP. | 108 |
| MOTOR VEHICLE ACCIDENT | 109 |
| ASSAULT | 110 |
| ANIMAL, INSECT BITE | 111 |

## Reference 51
## EMPLOYEE TIME CARD



### Weekly Time Sheet

Week of ______________________ Name of Employee ______________________

Monday Time in ________ Time out ________

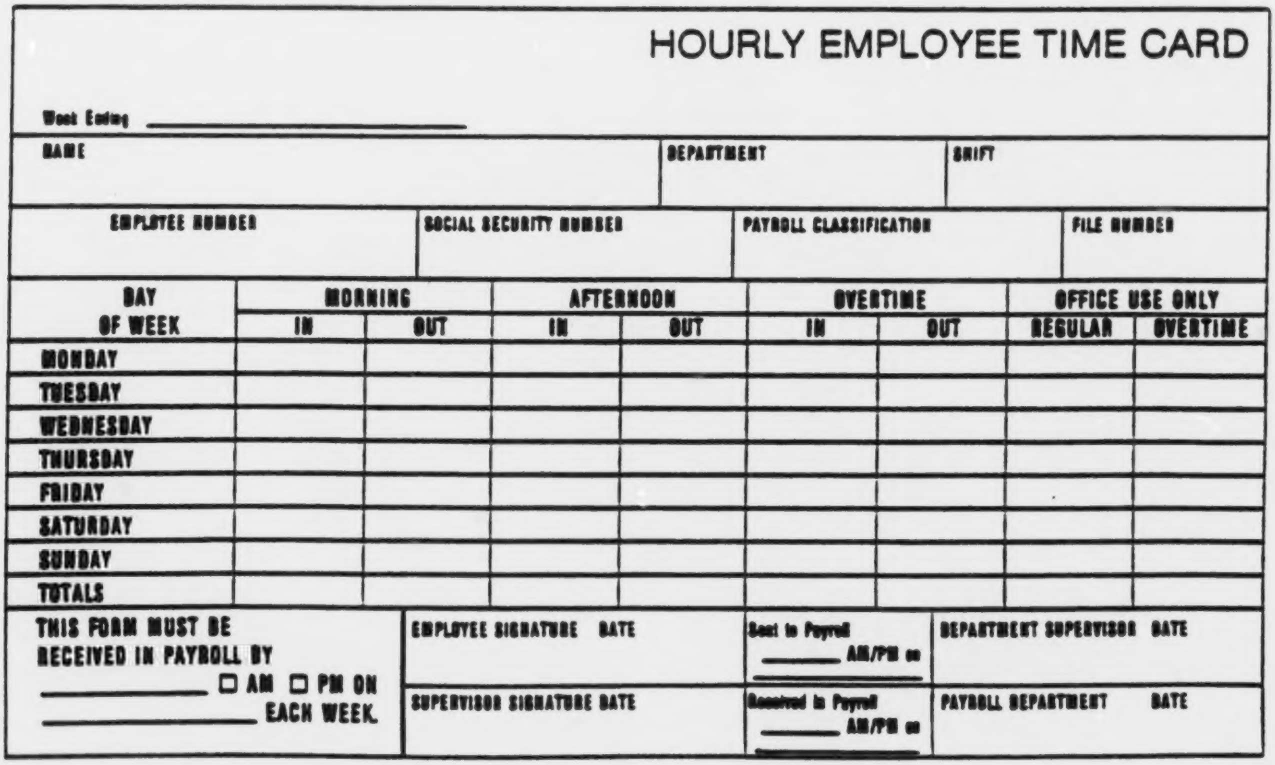
Tuesday Time in ________ Time out ________

Wednesday Time in ________ Time out ________

Thursday Time in ________ Time out ________

Friday Time in ________ Time out ________

Signature of Employee ______________________________________



### HOURLY EMPLOYEE TIME CARD

Week Ending ______________________

| | | |
|---|---|---|
| NAME | DEPARTMENT | SHIFT |

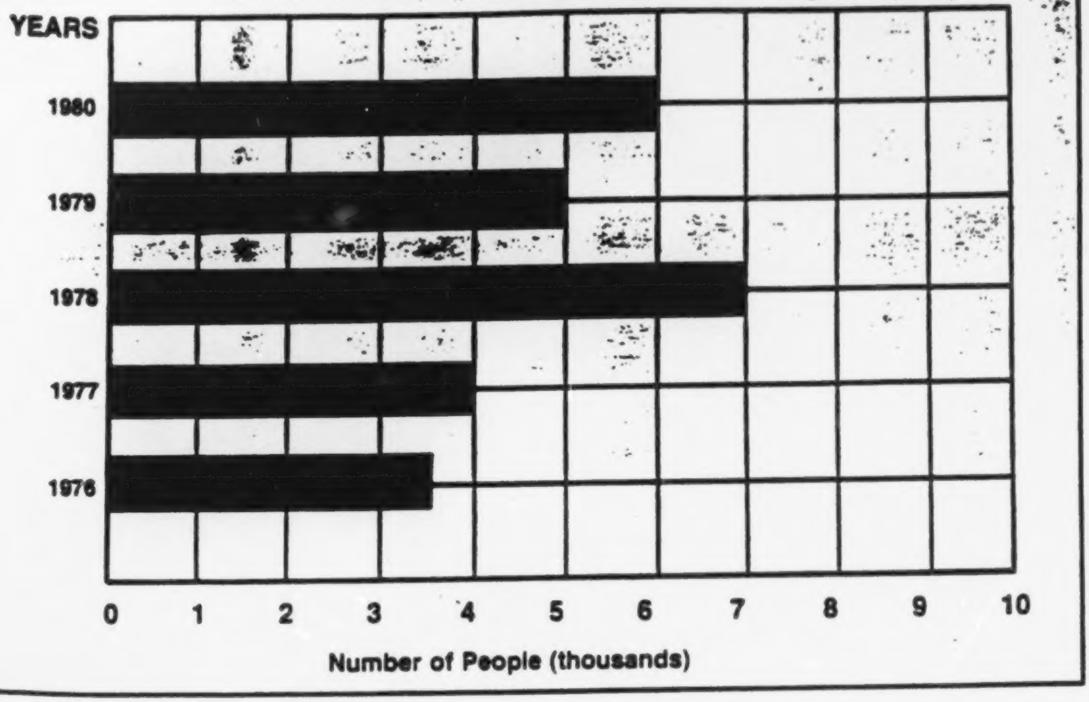
| | | | |
|---|---|---|---|
| EMPLOYEE NUMBER | SOCIAL SECURITY NUMBER | PAYROLL CLASSIFICATION | FILE NUMBER |

| DAY OF WEEK | MORNING | | AFTERNOON | | OVERTIME | | OFFICE USE ONLY | |
|---|---|---|---|---|---|---|---|---|
| | IN | OUT | IN | OUT | IN | OUT | REGULAR | OVERTIME |
| MONDAY | | | | | | | | |
| TUESDAY | | | | | | | | |
| WEDNESDAY | | | | | | | | |
| THURSDAY | | | | | | | | |
| FRIDAY | | | | | | | | |
| SATURDAY | | | | | | | | |
| SUNDAY | | | | | | | | |
| TOTALS | | | | | | | | |

| | | | |
|---|---|---|---|
| THIS FORM MUST BE RECEIVED IN PAYROLL BY<br>____________ ☐ AM ☐ PM ON<br>____________ EACH WEEK. | EMPLOYEE SIGNATURE DATE | Sent to Payroll<br>________ AM/PM on<br>____________ | DEPARTMENT SUPERVISOR DATE |
| | SUPERVISOR SIGNATURE DATE | Received in Payroll<br>________ AM/PM on<br>____________ | PAYROLL DEPARTMENT DATE |

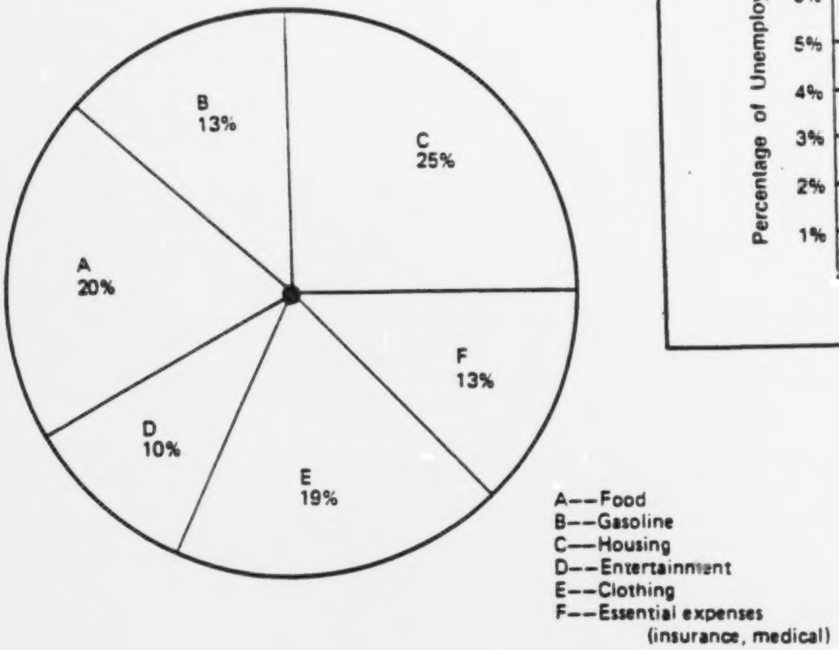
1.

**Estimated Number of People Riding the Bus To and From Work**



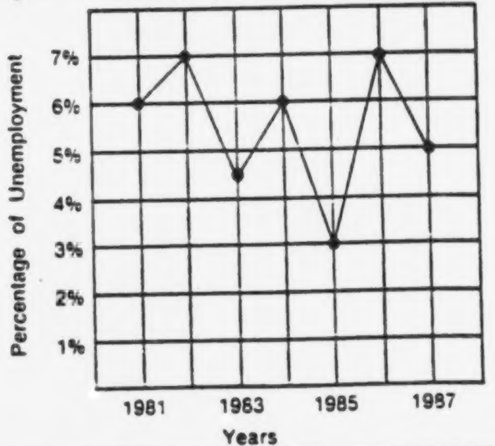
2.

HOW THE AMERICAN FAMILY SPENDS ITS PAYCHECK



3.

**Changes in Unemployment over Seven Years**



Reference 53

# EMPLOYEE PERFORMANCE EVALUATION

**Name** ____________ **Date Hired** ________ **Job Title** ____________

**Time in Present Position** ____________ **Period of Review** ________ **to** ________

**Date of Evaluation** ____________ **Division or Department** ____________

The purpose of this evaluation is to provide an opportunity for the supervisor and employee to communicate openly and honestly about performance and to evaluate results based on pre-established goals and standards.

Please consider the employee's demonstrated performance and mark the rating that most accurately describes the performance. The rating scale is explained below.

| | |
|---|---|
| **EXCEPTIONAL:** | Performance consistently far beyond expectations. |
| **VERY GOOD:** | Performance consistently exceeds normal expectations. |
| **GOOD:** | Performance consistently meets and sometimes exceeds expectations. |
| **ACCEPTABLE:** | Performance usually meets expectations and minimum requirements. |
| **UNACCEPTABLE:** | Performance is usually below minimum job requirements. |

**WORK QUALITY:** accuracy, neatness, thoroughness, economy of materials and time.

____ Outstanding ____ Very Good ____ Good ____ Acceptable ____ Unacceptable

______________________________

______________________________

**WORK QUANTITY:** volume, speed and consistency of work output.

____ Outstanding ____ Very Good ____ Good ____ Acceptable ____ Unacceptable

______________________________

______________________________

**RELIABILITY:** judgment, follows instructions and accepts company goals.

____ Outstanding ____ Very Good ____ Good ____ Acceptable ____ Unacceptable

______________________________

______________________________

**DEALING WITH PEOPLE:** attitude, cooperation, influence on others.

____ Outstanding ____ Very Good ____ Good ____ Acceptable ____ Unacceptable

______________________________

______________________________

**DEPENDABILITY:** punctuality and attendance, safety habits.

____ Outstanding ____ Very Good ____ Good ____ Acceptable ____ Unacceptable

______________________________

______________________________

**GENERAL COMMENTS ON EMPLOYEE'S PERFORMANCE OR NEED FOR IMPROVEMENT IN FUTURE:**

______________________________

______________________________

**COMPLETED BY:** ____________________ **DATE:** ____________

SIGNATURE OF EVALUATING SUPERVISOR

______________________________

I am signing this evaluation to indicate that my supervisor and I have discussed the above ratings and comments.

____________________ **DATE:** ____________

**Employee's Signature**

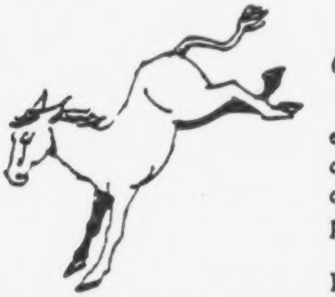
Reference 54
PARTY ORIGINS

# ORIGIN OF DEMOCRATIC AND REPUBLICAN PARTIES

*THE DEMOCRATS* When political parties first arose in Washington's administration, the rival groups comprised the Federalist Party, headed by Alexander Hamilton and the Republican Party, led by Thomas Jefferson. By the time of Jefferson's election to the Presidency in 1800, his party had become known as the Democratic Republicans and by 1828 as Democrats.

So the Democratic Party, as we know it today, can be said to trace its origins to the Jeffersonian era. The factional split between Northern and Southern Democrats in the years leading up to the Civil War all but destroyed the old Democratic Party which finally revived in the late 1870's and in 1884 returned to power, electing Grover Cleveland as President.

*THE REPUBLICANS* While the name Republican was thus first used by Thomas Jefferson's adherents, the Republican Party, as we know it today, came into being in the 1850's. At that time the heated controversy over the extension of slavery into the territories not yet admitted to statehood had split the Democratic and Whig Parties and the resulting off-shoots met in Jackson, Michigan in 1854 where the Republican Party was organized. Its national organization was established in 1856, and in that year it nominated John C. Fremont to oppose Democrat James Buchanan for the Presidency. Abraham Lincoln in 1860 became the first Republican President.

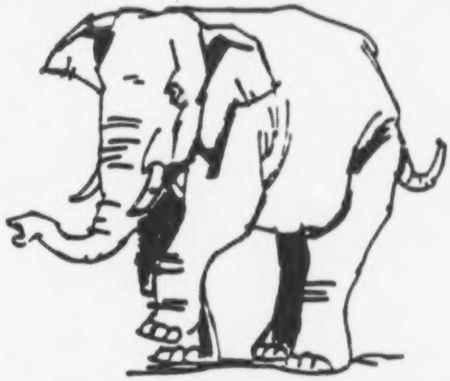


## *ORIGIN OF PARTY SYMBOLS*

The Democratic donkey and the Republican elephant, symbols of our major political parties, were the creation of the same man, Thomas Nast, the leading cartoonist of his day. He was also an illustrator and painter of note.

A cartoon which appeared January 15, 1870 in Harper's Weekly, depicting a donkey kicking a dead lion, supposed to represent the deceased Edwin M. Stanton, Secretary of War, in Lincoln's Cabinet, was the first portrayal of what soon became the Democratic emblem.

Another of Nast's cartoons in Harper's Weekly, November 7, 1874, during Ulysses Grant's campaign for the Presidency, portrayed the huge Republican vote as an elephant and the symbol caught on and was adopted by the Republicans.



********************

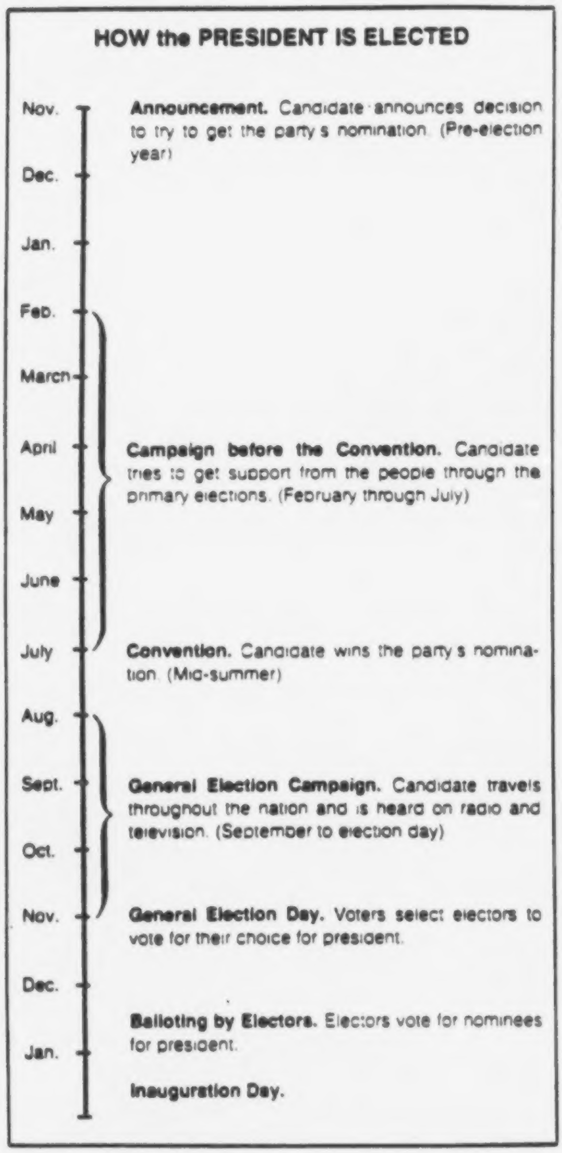
· 1984 Elections, Shedd-Brown, Inc.
Minneapolis, Minn.
Distributed by: Montgomery County
Teacher's Credit Union

Reference 55

# THE PRESIDENCY
# AND
# ELECTIONS

## WHO CAN BE PRESIDENT?

All candidates for President and Vice President must be at least thirty-five years old. They must be citizens of the United States. They also must have been born in the United States and must have lived in this country for at least fourteen years.



**HOW the PRESIDENT IS ELECTED**

**Announcement.** Candidate announces decision to try to get the party's nomination. (Pre-election year)

**Campaign before the Convention.** Candidate tries to get support from the people through the primary elections. (February through July)

**Convention.** Candidate wins the party's nomination. (Mid-summer)

**General Election Campaign.** Candidate travels throughout the nation and is heard on radio and television. (September to election day)

**General Election Day.** Voters select electors to vote for their choice for president.

**Balloting by Electors.** Electors vote for nominees for president.

**Inauguration Day.**

## TYPES OF ELECTIONS

We have three types of elections in the Unites States: General, Local, and Primary. The difference in the three is the types of office and issues being voted on. In most states, all three types of elections are held.

GENERAL ELECTIONS are held throughtout the country on the Tuesday after the first Monday in November. General elections are held on even numbered years. We have a general election every other year. We elect state and national officials in the general election. Issues that affect the entire state are also placed on the ballot.

PRIMARY ELECTIONS usually take place in the spring of the year before the general election. The purpose of the primary is to let the voters choose the candidates who will represent their political parties during the general election. Local and state issues are also placed on the primary ballot.

In Maryland, we have a "closed" primary. This means that you can only vote for the candidates of the party to which you are registered. If you do not state a party preference when you register, you cannot vote for party candidates. You can only vote for non-partisan candidates and issues.

Officials for city and county offices are usually chosen at LOCAL ELECTIONS. Voters also vote on local issues. Local elections are held in the spring or fall of the year.

# Electing our president and vice president

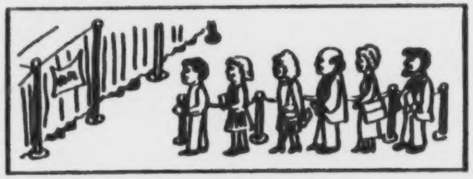
Our president and vice president are chosen by the Electoral College.

This is not a college with students and a campus.

Another meaning for "college" is a group that meets and has special duties.

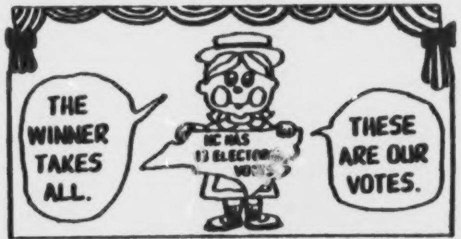
The Electoral College has the duty to elect our top two leaders.

This plan for electing the president and vice president was set down in our Constitution. Here's how it works.

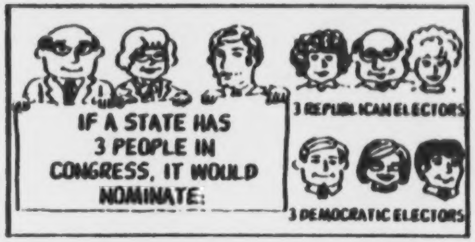


When citizens vote, their votes make up what is called the "popular" vote.

The popular vote is the first step in electing a president.


THE WINNER TAKES ALL.
NC HAS 13 ELECTORAL VOTES
THESE ARE OUR VOTES.

The candidate with the biggest popular vote in a state wins all of that state's electoral votes.


IF A STATE HAS 3 PEOPLE IN CONGRESS, IT WOULD NOMINATE:
3 REPUBLICAN ELECTORS
3 DEMOCRATIC ELECTORS

The people who cast these votes are called "electors."

The political parties in each state nominate a set of electors equal to that state's number of senators and representatives.

If a state has three people in Congress, it would nominate a set of 3 Republican electors and a set of 3 Democratic electors.

If an independent is running for president, he or she would nominate a set of electors, too.

**There are in total 538 electors.**

| | |
|---|---|
| **Number of senators** | **100** |
| **Number of representatives** | **435** |
| **From the District of Columbia** | **3** |

**A candidate needs 270 electoral votes to win.**

We all know on election night who the winner is by counting the electoral votes.

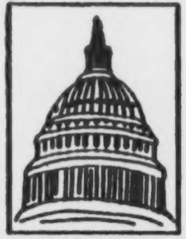
STATE CAPITAL 10 miles

However, we go through two more steps.

In December, the winning electors from every state meet in their state capitals and cast their electoral votes.

They are expected to automatically vote for their party's choice.

These votes are put in sealed envelopes and sent to the president of the U.S. Senate.



On Jan. 6, the president of the Senate opens the envelopes. He reads them before a meeting of the U.S. Senate and House of Representatives.

If there is a tie or if no one gets 270 votes, then the U.S. House of Representatives must decide who will be the next president. The U.S. Senate selects the vice president.

This has happened only twice in our country's history, in 1800 and in 1824.

from The Mini Page by Betty Debnam © 1980 Universal Press Syndicate

# When you need a LAWYER

## ...and when you don't. This quick guide can help you decide.

Few people would defend themselves in a murder case or sue a major corporation without a lawyer. But when it comes to everyday disputes, whether or not you'll need a lawyer depends on the *kind* of problem. Here, some examples:

## ON YOUR OWN

- **Small Claims Court**

Small claims matters are civil cases in which the amount of money in dispute is relatively low—usually less than $1,500 (see your local court rules for the specifics in your area). The disputing parties represent themselves before a judge. Cases are usually resolved quickly. With no lawyer's fees, costs rarely exceed $25.

- **Simple Wills**

If your estate is small, you could write your own will. There are many books to help you do it. Some states provide "fill in the blank" form wills: If yours does, it's better to buy the forms than to try to "wing it" yourself.

- **Traffic Court**

The key to successfully fighting a traffic ticket in traffic court is rebutting the police officer's testimony with witnesses, pictures, or compelling testimony. (Be prepared to be cross-examined by the prosecuting attorney.)

Hint: You should use a lawyer if conviction could result in a jail sentence or cancellation of your automobile insurance.

- **Minor Traffic Accidents**

If you are in an accident involving property damage (not personal injury), you can probably negotiate a settlement yourself.

To prove the amount of your loss, get at least three estimates from reputable ody shops.

If the insurance compa- decides to pay you just "book" value of your car and you think that the amount is too low, you can sometimes get more money by cutting ads out of the classified section of a newspaper that show a car like yours selling for a higher price. You may also get a better settlement if you show that your car had unusual and valuable accessories.

- **Buying a Home**

If you use a real-estate agent instead of a lawyer to negotiate a home purchase or sale, remember:

An agent's commission is usually negotiable.

Unlike a lawyer, an agent is allowed to "represent" both the buyer and the seller. This can lead to problems. So if you are the buyer, it's best to get your own agent, especially since the seller normally pays the commission.

## NEED A LAWYER

- **Divorce**

Have you been married more than two years? Have you obtained property during your marriage? Do you have children? If you say "yes" to even one of these questions, consult with a lawyer before you file for divorce or agree to a settlement. Here are just some of the issues:

*Children*—custody, visitation, financial support, medical care. Also tax deductions, religious training, grandparents' rights, choice of schools.

*Alimony*—who should receive it and for how long? And what are the tax implications?

*Dividing the Property*—how much is it worth? Who gets what and why? Should the family home be sold? How should pension plans be divided? Is a professional license or property subject to division?

Hint: It's a mistake for a divorcing couple to use one lawyer. Under our adversary system, lawyers cannot represent two people with conflicting interests at the same time.

- **Personal Injury Cases**

Personal injury cases usually pit the injured party against insurance companies, so lawyers really are a necessity in all but the most minor cases. Besides, good personal-injury lawyers can also:

Refer you to the right doctors.

Convince doctors to defer payment until the case is settled.

Work to resolve any property claims with the insurance company.

- **Malpractice Cases**

If you believe you have been injured by the negligence of a doctor, lawyer, dentist, or even a real-estate broker, consult a lawyer. You'll never make it through the complex malpractice laws on your own.

- **Complex Wills**

If your will is going to contain a trust or if your assets are such that you will want to reduce estate taxes, use a lawyer. Also use a lawyer if you want to provide "unusual" bequests: leave assets to a charity or another nonprofit institution to be used for a specific purpose; disinherit a close relative; or if you have children from previous marriages.

- **Trusts**

Trusts can be "inter vivos" (while you're alive) or "testamentary" (if you're not). They can be revocable or irrevocable. They can be set up so that a designated third party manages the property or so that you manage it yourself. In short, trusts are too complicated and technical to create without legal assistance.

- **Conservatorships and Guardianships**

If you wish to become the legal guardian of a minor, or take control of the property of an incompetent individual, you will have to go to court to do so and you'll need a lawyer who knows the ins and outs of court procedures.

- **Bankruptcy**

If your debts far exceed your assets and you are forced to declare bankruptcy, you need a lawyer even in the most simple cases. The forms are long and complex. Beyond convenience, a good bankruptcy lawyer will deal with collection-agency threats and "notices to pay" and can advise you on how to deal with secured creditors (those who have the right to foreclose on property if they are not paid).

- **Collection Cases**

Similarly, you should also hire a lawyer to protect you if you have a judgment entered against you, if your wages have been attached, or your house threatened with foreclosure, or even if you are being hounded for debts you claim you do not owe.

- **Insurance Cases**

Insurance policies are complicated contracts. If you believe you are entitled to benefits under your policy and your company refuses to pay, you may have to consult a lawyer.

pted from *The Lawyer Book* by Wesley J. Smith, published by Price/Stern/Sloan.
yright © 1986 by Wesley J. Smith

GOOD HOUSEKEEPING/MAY 1987

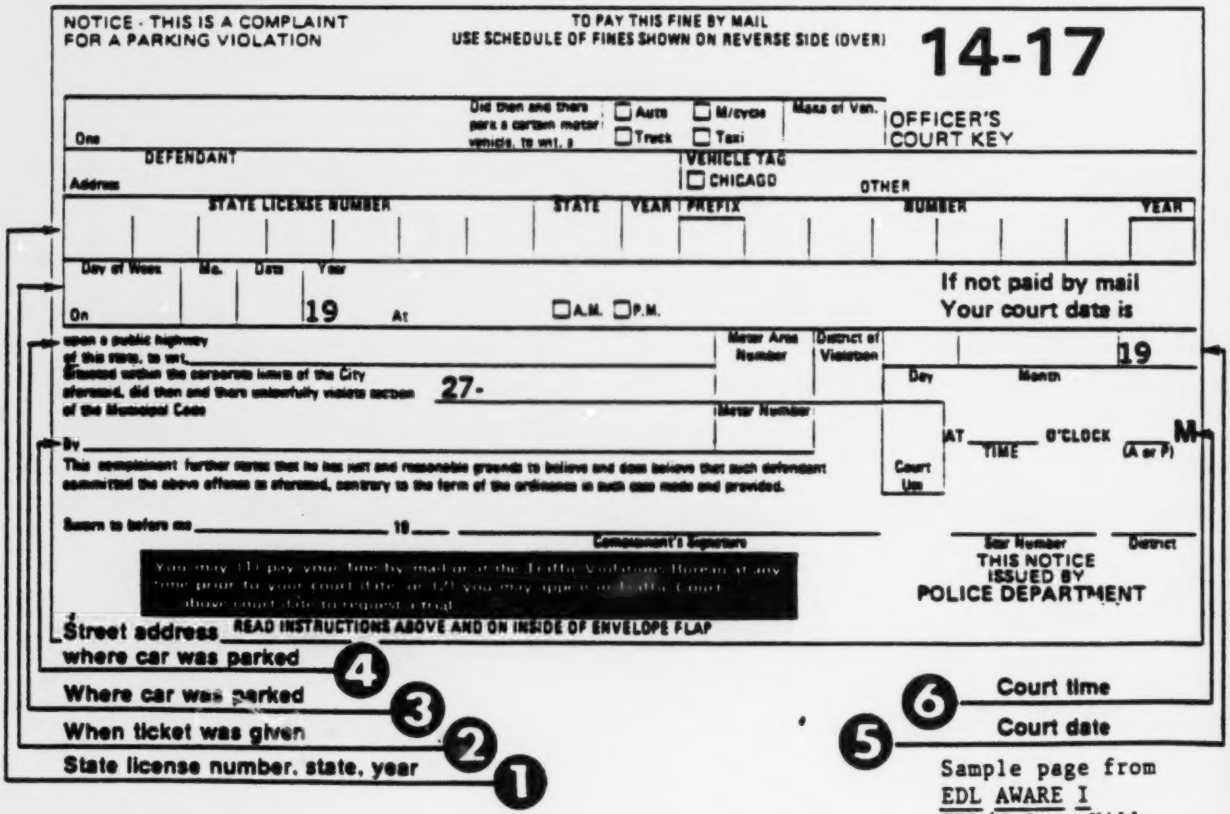
Reference 58
A SAMPLE TRAFFIC TICKET

# PAYING YOUR PARKING TICKET

What is a parking ticket?
- It's a card or piece of paper that says you have broken a traffic law by parking in the wrong place or parking for too long.
- It is given to you by a police officer or meter checker.
- It tells you to pay a fine or go to court.

What information is on a parking ticket?
- The state license number on your car
- The year of the license
- The day, month, date, year, and time when you were given the ticket
- Where your car was wrongly parked (street address and exact place)
- When you may go to court (day, month, year, and time)

Here is what one parking ticket looks like.



NOTICE · THIS IS A COMPLAINT
FOR A PARKING VIOLATION

TO PAY THIS FINE BY MAIL
USE SCHEDULE OF FINES SHOWN ON REVERSE SIDE (OVER)

**14-17**

One
Did then and there park a certain motor vehicle, to wit, a ☐ Auto ☐ Truck ☐ M/cycle ☐ Taxi
Make of Veh.
OFFICER'S COURT KEY

DEFENDANT
Address
VEHICLE TAG ☐ CHICAGO OTHER

STATE LICENSE NUMBER | STATE | YEAR | PREFIX | NUMBER | YEAR

On
Day of Week | Mo. | Date | Year 19 | At ☐ A.M. ☐ P.M.

If not paid by mail
Your court date is
Day Month 19

upon a public highway of this state, to wit,
Situated within the corporate limits of the City aforesaid, did then and there unlawfully violate section 27- of the Municipal Code
Meter Area Number
District of Violation
Meter Number
Court Use

AT ____ TIME O'CLOCK M (A or P)

By
This complainant further states that he has just and reasonable grounds to believe and does believe that such defendant committed the above offense as aforesaid, contrary to the form of the ordinance in such case made and provided.

Sworn to before me ____ 19__ ____
Complainant's Signature

Star Number
District

THIS NOTICE
ISSUED BY
POLICE DEPARTMENT

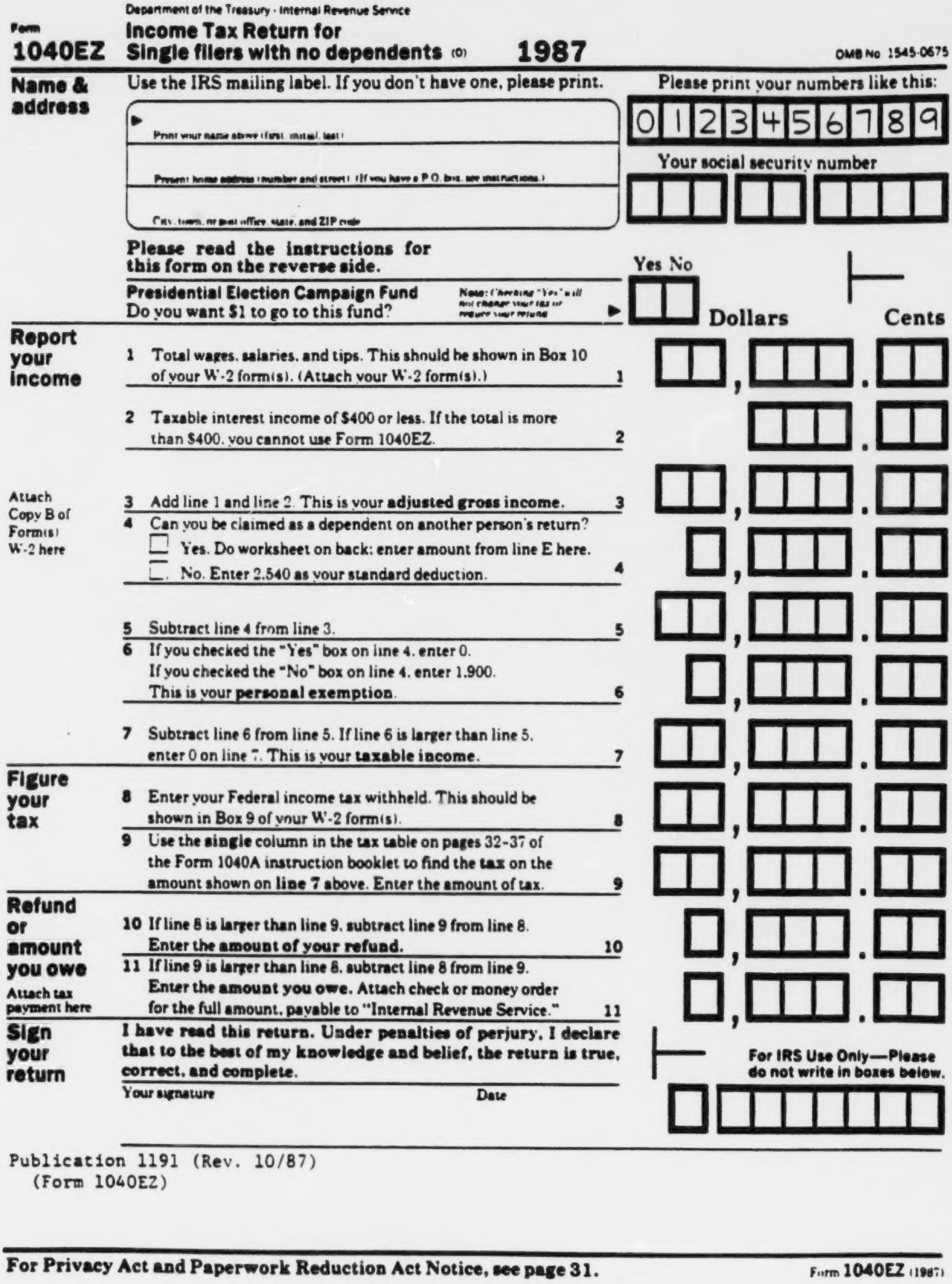
You may (1) pay your fine by mail or at the Traffic Violations Bureau at any time prior to your court date, or (2) you may appear in Traffic Court above court date to request a trial.

READ INSTRUCTIONS ABOVE AND ON INSIDE OF ENVELOPE FLAP

Street address where car was parked ④
Where car was parked ③
When ticket was given ②
State license number, state, year ❶
⑥ Court time
❺ Court date

Sample page from
EDL AWARE I
EDL/McGraw-Hill

Reference 59a
INCOME TAX FORM 1040EZ



Department of the Treasury - Internal Revenue Service

Form **1040EZ** **Income Tax Return for Single filers with no dependents** (0) **1987**

OMB No 1545-0675

**Name & address**

Use the IRS mailing label. If you don't have one, please print.

▶

Print your name above (first, initial, last)

Present home address (number and street) (If you have a P.O. box, see instructions.)

City, town, or post office, state, and ZIP code

Please print your numbers like this: 0 1 2 3 4 5 6 7 8 9

Your social security number ☐☐☐ ☐☐ ☐☐☐☐

**Please read the instructions for this form on the reverse side.**

**Presidential Election Campaign Fund**
Do you want $1 to go to this fund? Note: Checking "Yes" will not change your tax or reduce your refund ▶ Yes ☐ No ☐

| | | Dollars | Cents |
|---|---|---|---|
| **Report your income** | 1 Total wages, salaries, and tips. This should be shown in Box 10 of your W-2 form(s). (Attach your W-2 form(s).) 1 | ☐☐,☐☐☐ | .☐☐ |
| | 2 Taxable interest income of $400 or less. If the total is more than $400, you cannot use Form 1040EZ. 2 | ☐☐☐ | .☐☐ |
| Attach Copy B of Form(s) W-2 here | 3 Add line 1 and line 2. This is your **adjusted gross income.** 3 | ☐☐,☐☐☐ | .☐☐ |
| | 4 Can you be claimed as a dependent on another person's return?<br>☐ Yes. Do worksheet on back; enter amount from line E here.<br>☐ No. Enter 2,540 as your standard deduction. 4 | ☐,☐☐☐ | .☐☐ |
| | 5 Subtract line 4 from line 3. 5 | ☐☐,☐☐☐ | .☐☐ |
| | 6 If you checked the "Yes" box on line 4, enter 0. If you checked the "No" box on line 4, enter 1,900. This is your **personal exemption.** 6 | ☐,☐☐☐ | .☐☐ |
| | 7 Subtract line 6 from line 5. If line 6 is larger than line 5, enter 0 on line 7. This is your **taxable income.** 7 | ☐☐,☐☐☐ | .☐☐ |
| **Figure your tax** | 8 Enter your Federal income tax withheld. This should be shown in Box 9 of your W-2 form(s). 8 | ☐☐,☐☐☐ | .☐☐ |
| | 9 Use the **single** column in the tax table on pages 32-37 of the Form 1040A instruction booklet to find the **tax** on the amount shown on **line 7** above. Enter the amount of tax. 9 | ☐☐,☐☐☐ | .☐☐ |
| **Refund or amount you owe** | 10 If line 8 is larger than line 9, subtract line 9 from line 8. Enter the **amount of your refund.** 10 | ☐,☐☐☐ | .☐☐ |
| Attach tax payment here | 11 If line 9 is larger than line 8, subtract line 8 from line 9. Enter the **amount you owe.** Attach check or money order for the full amount, payable to "Internal Revenue Service." 11 | ☐,☐☐☐ | .☐☐ |

**Sign your return**

**I have read this return. Under penalties of perjury, I declare that to the best of my knowledge and belief, the return is true, correct, and complete.**

Your signature Date

**For IRS Use Only—Please do not write in boxes below.**

☐ ☐☐☐☐☐☐☐

Publication 1191 (Rev. 10/87)
(Form 1040EZ)

**For Privacy Act and Paperwork Reduction Act Notice, see page 31.**

Form **1040EZ** (1987)

Reference 59b
INCOME TAX FORM 1040 EZ

## 1987 Instructions for Form 1040EZ

**Use this form if:**

- Your filing status is single.
- You are not 65 or over, OR blind.
- You do not claim any dependents.
- Your taxable income is less than $50,000.
- You had **only** wages, salaries, and tips, and your taxable interest income was $400 or less. **Caution:** If you received tips (including allocated tips) that are not included in Box 14 of your W-2 form, you may not be able to use Form 1040EZ. See page 17 in the **Instructions for preparing 1040EZ and 1040A.**

If you can't use this form, you must use Form 1040A or Form 1040. See pages 6 through 8 in the instruction booklet. If you are uncertain about your filing status, see page 9 of the booklet.

**Completing your return**

It will make it easier for us to process your return if you print your numbers (do not type) and keep them inside the boxes. Do not use dollar signs. You may find calculations easier if you round off cents to whole dollars. See page 15 of the instruction booklet for details.

**Name & address**

Use the mailing label we sent you. After you complete your return, carefully place the label in the name and address area. Mark through any errors on the label and print the correct information on the label. Use of the label saves processing time. If you don't have a label, print the information on the name and address lines. If your post office does not deliver mail to your street address and you have a P.O. box, enter your P.O. box number on the line for your present home address instead of your street address.

**Presidential campaign fund**

Congress set up this fund to help pay for Presidential election campaigns. You may have one of your tax dollars go to this fund by checking the "Yes" box. Checking the "Yes" box does not change the tax or refund shown on your return.

**Report your income**

**Line 1.** Enter on line 1 the total amount you received in wages, salaries, and tips. This should be shown in Box 10 of your 1987 wage statement(s), **Form W-2**. If you don't receive your W-2 form by February 15, contact your local IRS office. You must still report your earnings even if you don't get a Form W-2 from your employer. Attach the first copy or Copy B of your W-2 form(s) to your return.

**Line 2.** Enter on line 2 the total taxable interest income you received from all sources, such as banks, savings and loans, and credit unions. You should receive a **Form 1099-INT** from each institution that paid you interest. You cannot use Form 1040EZ if your total taxable interest income is over $400. If you received tax-exempt interest, such as interest on municipal bonds, in the space to the left of line 2, write "TEI" and show the amount of your tax-exempt interest. DO NOT include tax-exempt interest in the total entered in the boxes on line 2.

**Line 4.** If you checked the "Yes" box because you can be claimed as a dependent on another person's return (such as your parents'), complete the following worksheet to figure the amount to enter on line 4. For information on dependents, see page 12 of the instruction booklet.

**Standard deduction worksheet for dependents**

| | | | |
|---|---|---|---|
| **A.** | Enter the amount from line 1 on front. | **A.** | |
| **B.** | Minimum amount. | **B.** | 500.00 |
| **C.** | **Compare** the amounts on lines A and B above. Enter the LARGER of the two amounts here. | **C.** | |
| **D.** | Maximum amount. | **D.** | 2,540.00 |
| **E.** | **Compare** the amounts on lines C and D above. Enter the SMALLER of the two amounts here and on line 4 on front. | **E.** | |

**Line 6.** Generally, you should enter 1,900 on line 6 as your personal exemption. However, if you can be claimed as a dependent on another person's return (such as your parents'), you cannot claim a personal exemption for yourself; enter 0 on line 6. If you are entitled to additional exemptions for your spouse, for your dependent children, or for other dependents, you cannot use Form 1040EZ.

**Figure your tax**

**Line 8.** Enter the amount of Federal income tax withheld. This should be shown in Box 9 of your 1987 W-2 form(s). If you had two or more employers and had total wages of over $43,800, see page 26 of the instruction booklet. If you cannot be claimed as a dependent and you want IRS to figure your tax for you, complete lines 1 through 8, sign and date your return. If you want to figure your own tax, continue with these instructions.

**Line 9.** Use the amount on line 7 to find your tax in the tax table on pages 32–37 of the instruction booklet. Be sure to use the column in the tax table for **single** taxpayers. Enter the amount of tax on line 9. If your tax from the tax table is zero, enter 0.

**Refund or amount you owe**

**Line 10.** If line 8 is larger than line 9, you are entitled to a refund. Subtract line 9 from line 8, and enter the result on line 10.

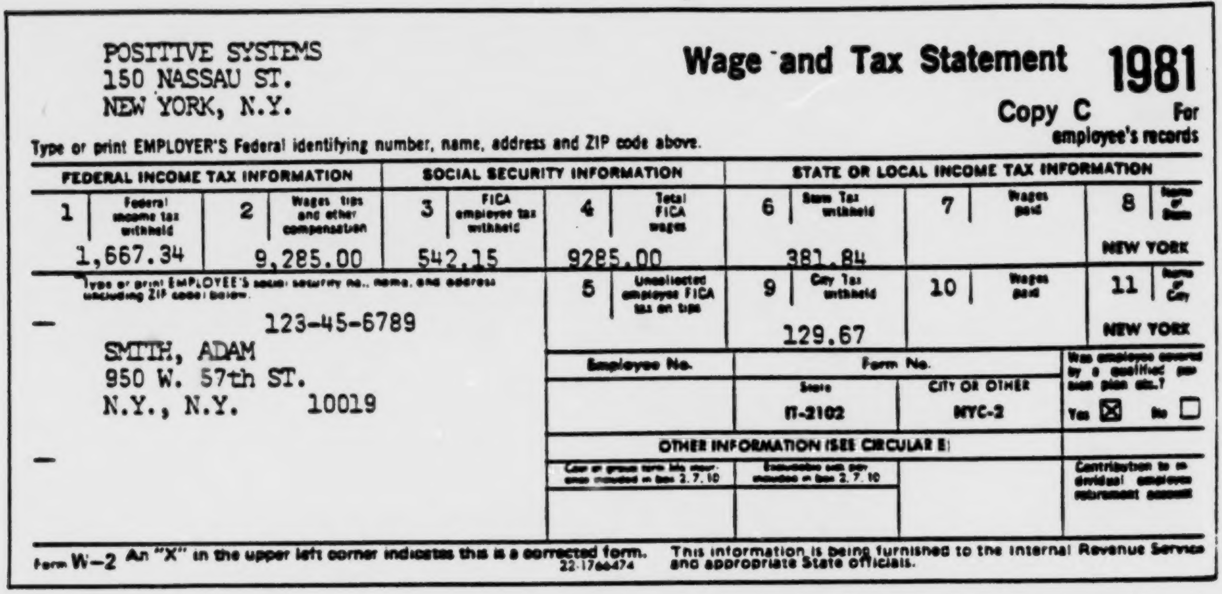
**Line 11.** If line 9 is larger than line 8, you owe more tax. Subtract line 8 from line 9, and enter the result on line 11. Attach your check or money order for the full amount. Write your social security number, daytime phone number, and "1987 Form 1040EZ" on your payment.

**Sign your return**

You must sign and date your return. If you pay someone to prepare your return, that person must also sign it below the space for your signature and supply the other information required by IRS. See page 29.

**Mailing your return**

File your return by **April 15, 1988**. Mail it to us in the addressed envelope that came with the instruction booklet. If you don't have an addressed envelope, see page 3 for the address.



POSITIVE SYSTEMS
150 NASSAU ST.
NEW YORK, N.Y.

Type or print EMPLOYER'S Federal identifying number, name, address and ZIP code above.

**Wage and Tax Statement 1981**

**Copy C** For employee's records

| | | | |
|---|---|---|---|
| FEDERAL INCOME TAX INFORMATION | | SOCIAL SECURITY INFORMATION | |
| 1 Federal income tax withheld | 2 Wages, tips and other compensation | 3 FICA employee tax withheld | 4 Total FICA wages |
| 1,667.34 | 9,285.00 | 542.15 | 9285.00 |
| | | 5 Uncollected employee FICA tax on tips | |

| | | |
|---|---|---|
| STATE OR LOCAL INCOME TAX INFORMATION | | |
| 6 State Tax withheld | 7 Wages paid | 8 Name of State |
| 381.84 | | NEW YORK |
| 9 City Tax withheld | 10 Wages paid | 11 Name of City |
| 129.67 | | NEW YORK |

Type or print EMPLOYEE'S social security no., name, and address including ZIP code below.

123-45-6789
SMITH, ADAM
950 W. 57th ST.
N.Y., N.Y. 10019

| Employee No. | Form No. State | Form No. CITY OR OTHER | Was employee covered by a qualified pension plan etc.? |
|---|---|---|---|
| | IT-2102 | NYC-2 | Yes ☒ No ☐ |

OTHER INFORMATION (SEE CIRCULAR E)

| Cost of group-term life insurance included in box 2, 7, 10 | Excludable sick pay included in box 2, 7, 10 | | Contribution to individual employee retirement account |
|---|---|---|---|
| | | | |

Form W-2 An "X" in the upper left corner indicates this is a corrected form. 22-1766474 This information is being furnished to the Internal Revenue Service and appropriate State officials.

## *Using a Tax Rate Schedule*

**Schedule Z—Unmarried or legally separated Taxpayers Who Qualify as Heads of Household**

| If the amount on line 5, Estimated Tax Worksheet, is: | | Enter on line 6, Estimated Tax Worksheet: | |
|---|---|---|---|
| Not over $1,000 | | 14% of the amount on line 5 | |
| Over— | But not over— | | of excess over— |
| $1,000 | $2,000 | $140+16% | $1,000 |
| $2,000 | $4,000 | $300+18% | $2,000 |
| $4,000 | $6,000 | $660+19% | $4,000 |
| $6,000 | $8,000 | $1,040+22% | $6,000 |
| $8,000 | $10,000 | $1,480+23% | $8,000 |
| $10,000 | $12,000 | $1,940+25% | $10,000 |
| $12,000 | $14,000 | $2,440+27% | $12,000 |
| $14,000 | $16,000 | $2,980+28% | $14,000 |
| $16,000 | $18,000 | $3,540+31% | $16,000 |
| $18,000 | $20,000 | $4,160+32% | $18,000 |
| $20,000 | $22,000 | $4,800+35% | $20,000 |
| $22,000 | $24,000 | $5,500+36% | $22,000 |

**EXAMPLE:** What amount goes on line 6 of the Estimated Tax Worksheet if the amount on line 5 is $4,570?

*Step 1.* Read the Tax Rate Schedule from left to right. Since $4,570 is between $4,000 and $6,000, the amount for line 6 is $660 plus 19% of the excess (additional dollars) over $4,000.

*Step 2.* The excess over $4,000 is:

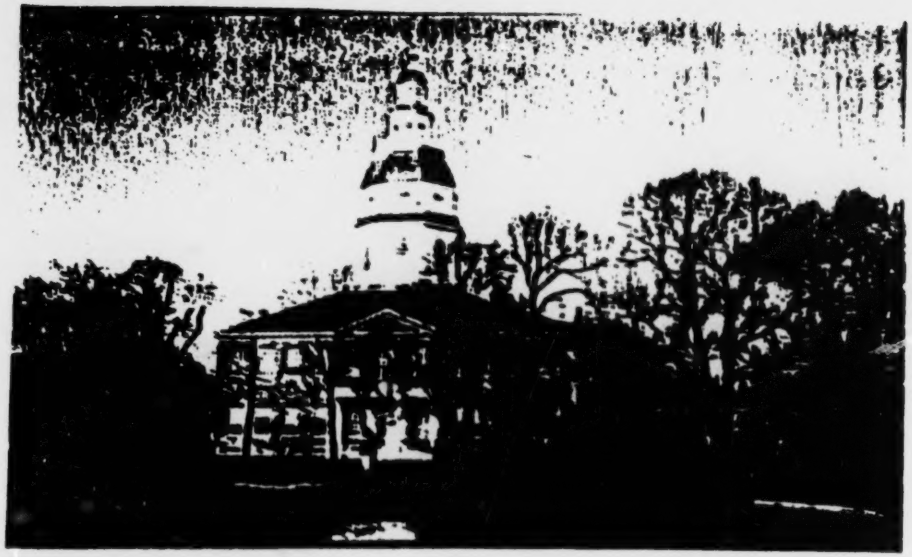
$$\begin{array}{r} \$4{,}570 \\ -\ 4{,}000 \\ \hline 570 \end{array}$$

*Step 3.* 19% of $570 is:

$$\begin{array}{r} \$570 \\ \times\ .19 \\ \hline 51\ 30 \\ 57\ 0 \\ \hline 108.30 \end{array}$$

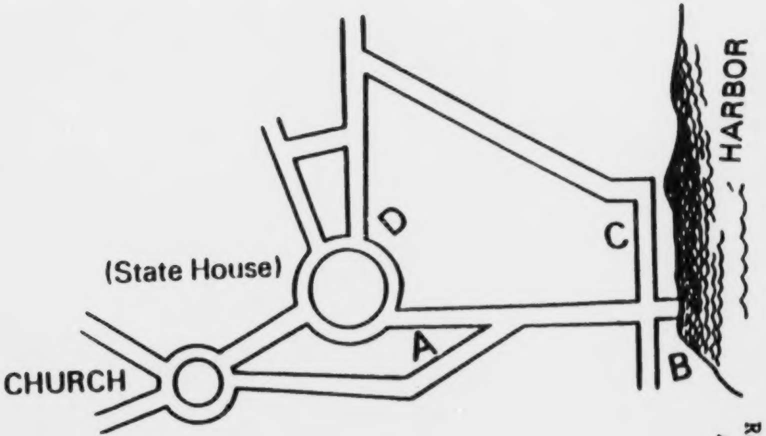
*Step 4.*

$$\begin{array}{r} \$660.00 \\ +\ 108.30 \\ \hline 768.30 \end{array}$$ tax owed

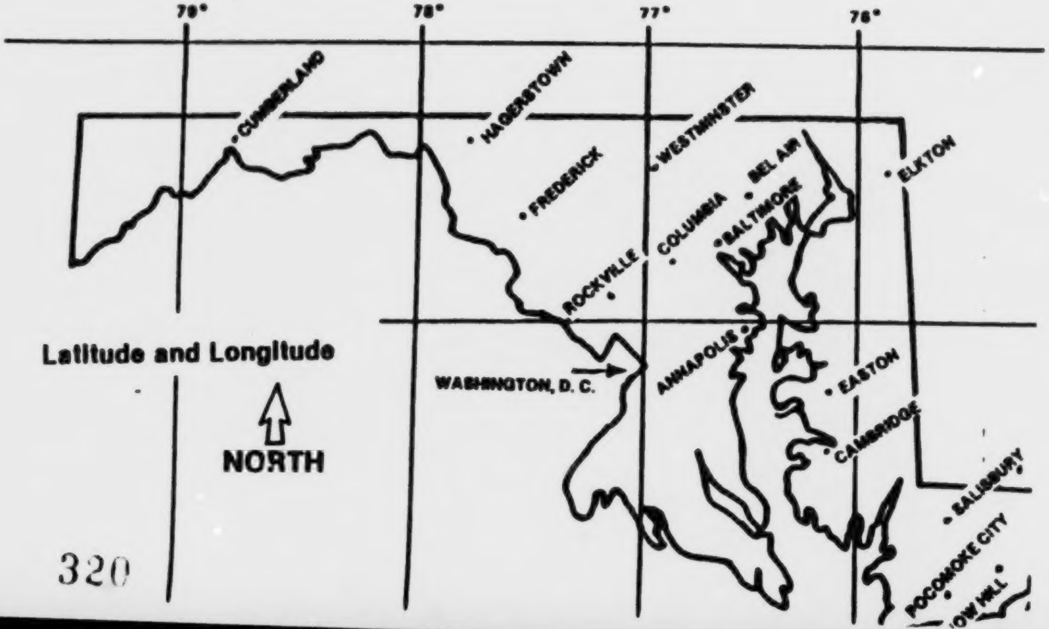


'he State House, Annapolis

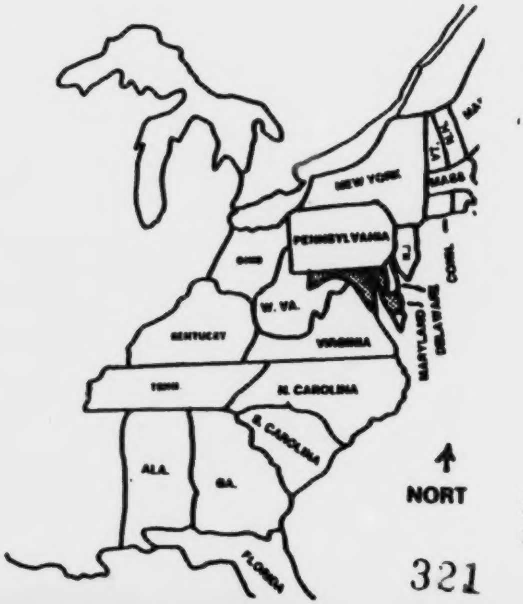
265


HARBOR
D
C
(State House)
A
B
CHURCH

Reference 61
ANNAPOLIS


79°
78°
77°
76°
CUMBERLAND
HAGERSTOWN
WESTMINSTER
FREDERICK
BEL AIR
ELKTON
COLUMBIA
BALTIMORE
ROCKVILLE
WASHINGTON, D. C.
ANNAPOLIS
EASTON
CAMBRIDGE
SALISBURY
POCOMOKE CITY
OW HILL
NORTH

Latitude and Longitude


NEW YORK
MASS
PENNSYLVANIA
OHIO
N.J.
CONN.
W. VA.
KENTUCKY
VIRGINIA
MARYLAND
DELAWARE
TENN
N. CAROLINA
S. CAROLINA
ALA.
GA.
FLORIDA
NORT

# BILL OF RIGHTS

**Amendment 1**

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.

**Amendment 2**

A well regulated Militia, being necessary to the security of a free State, the right of the people to keep and bear Arms, shall not be infringed.

**Amendment 3**

No Soldier shall, in time of peace be quartered in any house, without the consent of the Owner, nor in time of war, but in a manner to be prescribed by law.

**Amendment 4**

The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated and no Warrants shall issue, but upon probable cause, supported by Oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

**Amendment 5**

No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a Grand Jury, except in cases arising in the land or naval forces, or in the Militia, when in actual service in time of War or public danger; nor shall any person be subject for the same offence to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation.

**Amendment 6**

In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the Assistance of Counsel for his defence.

**Amendment 7**

In Suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury, shall be otherwise reexamined in any Court of the United States, than according to the rules of the common law.

**Amendment 8**

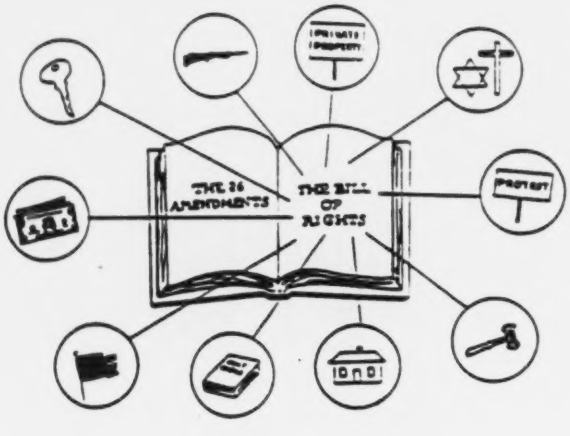
Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

**Amendment 9**

The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people.

**Amendment 10**

The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.



# APPENDIX 1

# SCOPE AND SEQUENCE OF BASIC SKILLS

# BASIC SKILLS

The following is the scope and sequence for the basic skills in listening, speaking, reading, writing, and math. Students are pretested to determine basic skill needs. Individual learning plans are developed to address identified needs which would be selected from the listing below:

**L. LISTENING**—The student will:

- **L.1. Listen to recognize words**
  - Distinguish auditory clues (rhythm, pattern)
  - Identify and distinguish sounds
  - Distinguish words
  - Recognize rhyming words
- **L.2. Listen to develop vocabulary**
  - Identify word meanings
  - Apply context clues
- **L.3. Listen to synthesize information**
  - Follow directions
  - Determine main idea
  - Recall factual detail
  - Discriminate between main ideas and details
  - Take notes
  - Organize ideas in a logical order
  - Evaluate information

**S. SPEAKING**—The student will:

- **S.1. Speak to be understood**
  - Speak clearly
  - Use inflection
  - Use standard English grammar
- **S.2. Speak to get and give information**
  - Give information about self
  - Ask a question
  - Answer a question
  - Provide factual detail
  - Relate detail in logical sequence
  - Give directions
- **S.3. Speak to explain**
  - Articulate a problem
  - Paraphrase, summarize information
- **S.4. Speak effectively**
  - Describe feelings
  - Express an opinion
  - Persuade

**R. READING**—The student will:

- **R.1. Demonstrate reading readiness**
  - Recognize alphabet
  - Recognize numerals
  - Demonstrate left to right progression
  - Identify basic sight vocabulary
  - Discriminate visual clues
  - Discriminate auditory clues (rhythm, pattern)
  - Demonstrate directional vocabulary (oral) - (i.e., under, through, first, last)
  - Sequence pictures
  - Categorize pictures
  - Establish sound symbol relationship

**R.2. Read using word recognition skills**

- R.2.1 Analyze phonetically
  - Identify initial consonants
  - Identify final consonants
  - Identify long and short vowels
  - Identify letter combinations
  - Identify word patterns
- R.2.2 Analyze structurally
  - Recognize root words
  - Recognize prefixes
  - Recognize suffixes
  - Separate syllables
  - Identify compound words
  - Recognize possessives
  - Recognize contractions
  - Differentiate singular and plural words
  - Recognize abbreviations
- R.2.3 Develop vocabulary
  - Distinguish positional words (i.e. over, under)
  - Use synonyms, antonyms, and homonyms
  - Solve word analogies
  - Utilize context clues
  - Identify content related sight vocabulary

**R.3. Read using comprehension skills**

- Recognize punctuation signals (. , ! ?)
- Classify information
- Define main idea
- Identify supporting details
- Recall details
- Develop sequences
- Make inferences
- Compare/contrast information
- Distinguish fact from opinion
- Distinguish cause from effect
- Draw conclusions
- Summarize information
- Identify figurative language (idioms, similes, metaphors)
- Make predictions
- Evaluate information

**R.4. Apply study skills**

- Alphabetize words
- Follow directions
- Skim and scan information
- Locate information (dictionary, reference booksets, table of contents, index)
- Organize information (notetaking - directed reading activity)

**R.5. Expand reading**

- Identify a variety of reading materials such as - novels, short stories, mysteries, plays, poetry, etc.

**W. WRITING**—The student will:

**W.1. Demonstrate legible handwriting**

- Form upper case letters
- Form lower case letters
- Write a signature
- Form numerals
- Form symbols

**W.2. Demonstrate use of correct spelling**

- Spell a list of sight words
- Write plural of words
- Use prefixes and suffixes
- Spell homonyms
- Spell contractions
- Spell abbreviations
- Spell possessives
- Spell commonly confused or misspelled words
- Apply common spelling rules

**W.3. Demonstrate use of punctuation marks**

- Use sentence ending punctuation
- Use commas
- Punctuate abbreviations
- Use quotation marks
- Use apostrophes
- Use colons
- Use semi-colons
- Use hyphens

**W.4. Demonstrate the use of capitalization**

- Capitalize the first word of sentences
- Capitalize proper nouns and proper adjectives
- Capitalize titles
- Capitalize the word "I"
- Capitalize salutations and closings in letters
- Capitalize the first spoken word of a quotation

**W.5. Demonstrate the use of correct grammar**

- Identify parts of speech
- Use subject/verb agreement
- Use correct pronoun agreement and form
- Use appropriate verb tenses
- Use irregular verb forms
- Use contractions
- Use possessives

**W.6. Demonstrate the use of correct sentence structure**

- Distinguish between a sentence and a phrase
- Identify subject and predicate
- Recognize four kinds of sentences (Dec., Inter., Imp., Excl.)
- Identify types of sentences (simple, compound, complex)
- Use modifiers

**W.7. Demonstrate composition skills**

- Write a sentence
- Write a paragraph
- Develop a simple outline (topical, phrase, sentence)
- Construct a personal letter
- Construct a business letter
- Use basic proofreading skills

## M. MATHEMATICS—The student will:

**M.0. Demonstrate precomputational skill**

- Recognize numerals
- Establish one-to-one correspondence
- Demonstrate place value

- Read numerals
- Write and identify numerals
- Explain math vocabulary

**M.1. Compute using whole numbers**
- Add whole numbers
- Subtract whole numbers
- Multiply whole numbers
- Divide whole numbers
- Perform multiple operations using whole numbers
- Estimate and round whole numbers
- Solve whole number word problems

**M.2. Compute using decimal fractions**
- Add decimal fractions
- Subtract decimal fractions
- Multiply decimal fractions
- Divide decimal fractions
- Perform multiple operations using decimal fractions
- Convert decimal fractions to common fractions or percents
- Estimate and round decimal fractions
- Solve decimal fraction word problems

**M.3. Compute using fractions**
- Recognize fractional amounts
- Understand fraction vocabulary
- Add common or mixed fractions
- Subtract common or mixed fractions
- Multiply common or mixed fractions
- Divide common or mixed fractions
- Perform multiple operations using fractions
- Convert common or mixed fractions to decimal fractions or percents
- Solve fractions word problems

**M.4. Compute using percents**
- Apply a percent to determine amount of discount
- Apply a percent in a context not involving money
- Calculate percents
- Convert percents to common, mixed, or decimal fractions
- Calculate interest
- Solve percent word problems

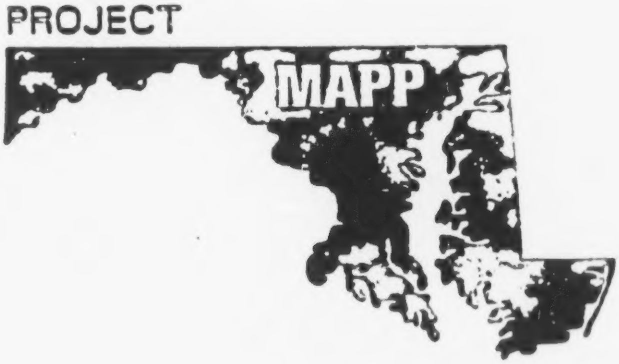
**M.5. Use expressions, equations, or formulas**
- Recognize or evaluate simple consumer formulas
- Recognize or evaluate simple geometric formulas
- Recognize or evaluate simple algebraic formulas

**M.6. Use measurement**
- Convert U.S. Customary and Standard International Metric System of measurement

- Measure linear dimensions, geometric shapes, or angles
- Measure area and volume of geometric shapes
- Use measurement instruments
- Interpret scale drawings
- Calculate with units of time
- Solve measurement problems

**M.7. Interpret data from graphs or compute averages**
- Interpret data given in bar graph
- Interpret data given in a picture graph
- Interpret data given in a circle graph

# APPENDIX 2: USING COMMUNITY MATERIALS



## IMPLEMENTING THE INSTRUCTIONAL PROGRAM

A COMPETENCY-BASED ADULT EDUCATION LEARNING SYSTEM

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Janet Niblock

Janet Niblock
Project MAPP, Instructional
Program Manager

# COMMUNITY MATERIALS

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# COMMUNITY MATERIALS

## I. OVERVIEW

The Project MAPP teacher facilitates a learning environment which emphasizes integration of basic and life skill learning. The life skills to be addressed are often selected by the student. It is obvious that students will select those life coping areas which have already, are now, or will in the future affect their personal lives.

Sometimes students will bring relevant materials to you: a utility bill they don't understand, the classified ads to look for a used car, health information sent home from school. Other times, students will express needs and will count on you to supply the relevant material.

A wealth of community material can be found all around us. It is this "real" material - that which the adult comes in contact with in the community - that will be the most helpful and effective in helping the student master a life coping skill. Plus, most of this material is either free or very inexpensive!

The ABE teacher will want to be on constant lookout. Material can be discovered in all kinds of places - in magazines and newspapers, the supermarket, the drugstore, the bank, the health center, the County Extension Service, etc.

This section provides reference material and ideas on the collection and use of community material:

COMMUNITY MATERIALS LISTINGS- Listings of free or inexpensive community materials organized according to the content areas of

I.Consumer Economics
II.Community Resources
III.Health
IV.Occupational Knowledge
V.Government and Law

TECHNIQUES FOR DETERMINING READABILITY LEVEL OF COMMUNITY MATERIAL

GUIDELINES FOR REWRITING COMMUNITY MATERIALS AT A BASIC READING LEVEL

A Suggestion: The Learning Strategy Activities emphasize the use of community, rather than commercial, materials. Why not start collecting now! Be prepared for the student who walks in with a specific need tomorrow! Review the lists on the following pages. Make a few phone calls, write a few letters, and be on the lookout as you move through the community, and build up your collection of community materials.

Start collecting and organizing now a set of learning material which is

. RELEVANT
. INTERESTING
and
. MOTIVATING

## COMMUNITY MATERIALS
## 1. Consumer Economics

MEASURES: Pamphlets

About Measurements, Channing L. Bete Co., 45 Federal St., Greenfield, MA 01301. $1 (less if ordered in quantity).

All You Need to Know About Metric, wall chart
Some References on Metric Information, single copies Free
National Bureau of Standards, Office of Technical Publications
Wash. DC 20234.

Brief History of Measurement Systems, 30 cents
Cookbooks and Recipes, pamphlet #65
Maps and Atlases, pamphlet #102
Weights and Measures, pamphlet #109
Superintendent of Documents, U.S. Printing Office, Wash. DC 20402.

MONEY Pamphlets

Know Your Money, 50 cents, pamphlet #0-722-716,
Superintendent of Documents, U.S. Govern. Printing Office, Wash. DC 20402.

PURCHASING GOODS AND SERVICES: Pamphlets

All Charged Up, $1
Everything But the Kitchen Sink: Large Kitchen Appliances, $1
The Good, the Bad, and the Ugly: How to Find Quality Furniture, $1
Consumer Survival Kits, P.O. Box 1975, Ownings Mills, MD 21117.

Make Knowledge Your Partner in Mail Order Shopping, Federal Trade Commission, Office of Consumer and Business Education, Wash. DC 20580.

Other Sources

Catalogs from - major dept. stores, chain stores, local businesses, etc.

Telephone book Yellow Pages

COMPARISON SHOPPING: Pamphlets

Feeding Your Baby for Less
Let's Take the Mystery Out of Unit Pricing
Shopping Sense for Seniors
UPC: What Does It Mean?
Giant Food, P.O. Box 1804, Washington, DC 20013.

Supermarket Survival, National Diary Council, Rosemont, Ill. 60018.

Other Sources

Discount stores, supermarkets, drug stores, department stores (obtain catalogs, sale flyers, information booklets, etc.)

HOUSING: Pamphlets

Energy Supplies, Prices, and Consumption, pamphlet #304
Home, pamphlet #41
Wise Rental Practices, FREE
Government Printing Office, Washington, DC 20402.

Fair Housing U.S.A., FREE, U.S. Dept. of Housing and Urban Dev., Wash. DC

How to Read Your Homeowner's Policy, FREE, Sentry Insurance Co.
Insurance for the Home, FREE, Insurance Information Institute, 110 William St., NY,NY, 10016.

My House Has a Flat: A Look at Mobile Homes, $1, Consumer Survival, Kit P.O. Box 1975, Ownings Mills, MD 21117.

Where Do You Spend Your Energy Dollars? Pepco Lines pamphlet.
WRAP (Low reading level booklet on energy)
PEPCO, 1900 Penn. Ave. NW, Wash. DC 20068. Ph. 202-833-7500.

Your Housing Dollar, 35 cents, Money Management Institute, Household Finance Corp., Prudential Plaza, Chicago, IL 60601.

## MONEY MANAGEMENT: Pamphlets

*A Guide to Consumer Credit*, 35 cents, Public Affairs Comm., 381 Park Ave.South, New York, NY 10016.

*Facts for Consumers: Solving Credit Problems*, Federal Trade Comm., 6th and Penn. Ave. NW, Wash. DC 20980.

*How to Manage Your Money*, FREE, pamphlet #2457, Am. Bankers Assoc., 1120 Connecticut Ave., NW, Wash. DC 20036.

*Plugging Leaks in Family Spending*, MD Cooperative Extension Service, Univ. of MD, Symons Hall, College Park, MD 20742.

*Prices, Wages, and the Cost of Living* #226, Superintendent of Documents, U.S. Gov. Printing Office, Wash. DC 20402.

*Managing Your Credit: Money Management*
*Your Equipment Dollar*
*Your Savings Dollar*
*Your Shopping Dollar*
Money Management Institute, Household Finance Corp., Prudential Plaza, Chicago, IL 60601.

### Other Sources

Maryland Cooperative Extension Service, FREE finance management and tax prep advice.

National Foundation for Consumer Credit, Inc., Suite 601, 8701 Georgia Ave., Silver Spring, MD 20910, Ph. 301-589-5600.

Local Banks: material on bill paying services, etc.

## CONSUMER PROTECTION: Pamphlets

*Credit Billing Blues*
*Fair Credit Reporting*
The Federal Trade Commission, Bureau of Consumer Protection, Office of Consumer and Business Education, Wash. DC 20580.

*Consumer's Resource Handbook*, Office of Consumer Affairs (OCA), Wash., DC.

## Other Sources

Consumer Product Safety Commission, Phone: 1-800-638-2772. This is also a HOTLINE for obtaining FREE publications, reporting problems, and learning about recalled products and how to get replacements.

## CARE AND UPKEEP OF PERSONAL POSSESSIONS

Guide to Home Improvements, Montgomery Co. Government, Office of Consumer Affairs, 100 Maryland Ave, Rockville, MD 20850.

## BANKING

### Pamphlets

A Guide to Banking Services, $1,25, Consumers Union Reprint Dept., 256 Washington ST., Mount Vernon, NY 10550.

Banks and Banking, Pamphlet #128, Superintendent of Documents, U.S. Gov. Printing Office, Wash. DC 20402.

Banking Services and You, FREE
Faces of a Bank, pamphlet #2827, 20 cents
American Bankers Assoc., 1120 Conn. Ave. NW, Wash. DC 20036.

Credit Unions, FREE, Credit Union National Assoc., P.O. Box 431, 1617 Sherman Ave., Madison, WI 53701.

The Story of Checks, FREE comic book, Federal Reserve Bank of New York, 33 Liberty ST., New York, NY 10045.

Your Insured Deposit, FREE, Federal Deposit Insurance Corp., 550 17th St., NW, Wash. DC 20508.

### Other Sources

National Credit Union Admin.
1776 G Street N.W.
Washington, DC
Ph. (202) 357-1000

Maryland State Credit Commissioner
1 Calvert St., Rm. 60
Baltimore, MD 21201
Ph. 301-383-3656

State Employees Credit Union (Information)
8503 LaSalle Road
Towson, MD
Ph. 800-492-1700

Check information at local banks

AUTOMOBILES Pamphlets

Auto Repairanoia, $1
The Used Car Lot: Lemon Tree or Horn of Plenty?, $1
Consumer Survival Kit, P.O. Box 1975, Ownings Mills, MD 21117.

Car Care and Clean Air, American Lung Assoc., 2020 S. Andrews Ave., Ft. Lauderdale, FL 33316.

Consumer Guide to Vehicle Leasing, C.I.C., Pueblo, CO, 81009.

Don't Be Fuelish, FREE, Federal Energy Admin. Wash., DC 20461.

Gasoline: More Miles per Gallon
Maps and Atlases, pamphlet #102
U.S. Gov. Printing Office, Wash. DC 20402.

Maryland Driver's Handbook, MD Dept. of Trans., MVA, 6601 Richie Highway, NE, Glen Burnie, MD 21062

What You Can Do to Prevent Car Theft, National Car Rental, Dept GH, Public Relations Dept., 7700 France Ave, South, Minn. MN 55435.

Your Driving Costs, FREE, AAA, 8111 Gatehouse Rd., Falls Church, VA 22042.

## Other Sources

AAA
8111 Gatehouse Rd.
Falls Church, VA 22042

MVA
MD Dept. of Transportation
Addresses: 50 Old Largo Rd, Upper Marlboro, MD
Ph. 350-9770

6601 Richie Highway N.E., Glen Burnie, MD
Ph. 768-7000

15 Metropolitan Grove Rd., Gaithersburg, MD
Ph. 948-3177

# COMMUNITY MATERIALS
## II. Community Resources

### TELEPHONE

#### Pamphlets

When It Comes to Local Phone Service, Are You Getting the Best Value for Your Money? C&P Telephone.

Telecommunications, Telephone, Telegraph, and Television, #296, Superintendent of Documents, U.S. Government Printing Office, Wash. DC 20402.

#### Other Sources

Consult local Phone Directories.
Call or write the local Phone Companies for services provided and/or educational materials offered to the public.

### TRANSPORTATION AND TRAVEL

Maps and Atlases, #102
Travel and Tourism, #302
The New Look in Traffic Signs and Markings
U.S. Government Printing Office, Wash. DC 20402.

MARYLAND, Official Highway Map, FREE distribution by Maryland Dept. of Transportation, State Highway Admin., Baltimore, MD 21203.

#### Other Sources

Contact local transportation sources for fare schedules and travel information (bus, van or car pool, train, plane, etc.).

METRO Route and Schedule Information: Phone: 637-7000.

AMTRACK, 50 Mass. Ave. NE, Wash., DC Phone: 484-7540.

Maryland Dept. of Transportation, See Automobiles for all addresses.

U.S. Geological Survey, Map Sales, 1200 South Eads St., Arlington, VA 22202.

AAA, 8111 Gatehouse Rd., Falls Church, VA 22042.

TIME

- * See TIME ZONE MAP, Telephone Book, front of white pages.
- * Consult local phone directories for recorded "time" message.

THE POST OFFICE Pamphlets

*A Consumer's Directory of Postal Services and Products*, #201.
*Addressing For Automation*, ZIP + 4, #221.
*Customer Guide to Filing Indemnity Claims on Domestic Mail*, #122
*Express Mail, Next Day Service*
*Forward March*
*How to Mail a Gold Watch Without Second Thoughts*, #251
*How to Pack and Wrap Parcels for Mailing*, #2
*Insured Mail*
*Letter Mail Size Standards*, #184
*Mailing Free Matter for Blind and Visually Handicapped Persons, Questions and Answers*, #347
*Postage Rates, Fees, and Information*, #59
*Printed Embossed Stamped Envelopes from the U.S. Postal Service*
*Registered Mail*
*Send Your Package by PRIORTY MAIL*, #20
*Stamps by Mail, Save Your Time and Energy*
*Tips, Tags, and Thanks*, #11
U.S. Postal Service Headquarters, 475 L'enfant Plaza SW, Wash., DC, 20260-6320.

*A Consumer's Guide to Postal Crime and Prevention*, U.S. Postal Inspection Service, Wash. DC 20260-2186.

*Shopping by Mail, Federal Trade Commission*, Bureau of Consumer Protection, Wash. DC

*Take a Bit Out of Crime*, U.S. Post Office Marketing and Communications, Consumer Affairs Representative, Capitol Heights, MD 20790-9631.

FORMS AVAILABLE AT YOUR LOCAL POST OFFICE:

- Change of Address forms
- Money Orders
- Receipts for Certified Mail, Registered Mail, Insured Mail
- Customer Service Cards
- Express Mail forms
- Selective Service forms
- Income Tax forms (Jan.-Apr.)
- ZIP CODE directories

COMMUNITY AGENCIES AND SERVICES    Pamphlets

Getting Along
Newspapers and Writing
Survival in the '80s
Educational Services, Baltimore Sun, 501 North Calvert St., Baltimore, MD 21278.

How to Get More Out of Your Newspaper, $1, American Newspaper Publishers Assoc. Foundation, P.O. Box 17407, Dulles International Airpost, Wash. DC 20041.

Library Service Guides, FREE, Appalachian Adult Ed. Center, Bureau of Research and Development, Morehead State Univ., Morehead, Kentucky 40351.

The Newspaper: Your Key to Better Living, Fenholt, Janet, 1985 ANPA Foundation and The Columbus Dispatch publication, Columbus, OH.

Other Sources

COUNTY AGENCIES: Check Telephone Book for:

- Human Resources Dept. (child care, aging, mental health, etc.)
- Social Welfare Services
- Educational Services
- Health Clinics and HOTLINES
- Fire Marshall/department
- Police Dept.
- City Hall (licenses, permits, local codes, etc.)
- Libraries
- Chamber of Commerce

LEISURE TIME Pamphlets

Recreational and Outdoor Activities, #17
Travel and Tourism, #302
Superintendent of Documents, U.S. Government Printing Office, Wash. DC 20402.

Vacation, It Can be Fun and Healthy, Too, National Safety Council, Broward Chap., 2750 West Oakland Pk.Blvd., Oakland, FL 33311.

## Other Sources

Daily newspapers - Entertainment Sections

*For information on things to see and do in MARYLAND write:

Office of Tourist Development
Department of Economic and Community Development
45 Calvert Street
Annapolis, MD 21401
Phone: (301) 974-3517

# COMMUNITY MATERIALS
## III. Health

**MEDICAL ASSISTANCE** Pamphlets

*A Patient's Guide to Asthma*, Glaxo Inc., Research Triangle Park, NC 27709.

*Cancer Facts*
*What You Need to Know About Cancer*
DHHS, PHS, National Institutes of Health, NCI,
Bethesda,MD 20892
Cancer Information Service - Phone: 1-800-4-CANCER.
Answers all questions about cancer and will mail you free booklets about cancer concerns.

*Early and Periodic Screening, Diagnosis and Treatment (EPSDT) Program*, MD Dept. of Health and Mental Hygiene, Medical Assist. Policy Admin., 300 West Preston St., Baltimore, MD.

*Can I Help*? American Red Cross, Washington Region, 2025 E St., Wash., DC 20006.

*Health Care Facts from Your Pharmacist*, Ames Div., Miles Laboratories, Inc., P.O. Box 70, Elkhart, Ind. 46515.

*Hypertension Fact Guide*
*Understanding Arthritis*
Health "86 Information Center, 505 Market St, Knoxville, Tenn.

*Tel-Med Health Information*, tape recorded messages, Giant Discount Drug, P.O.Box 1804 Wash. DC 20013.

*The ABCs of Fever and Temperature Taking*
*What to Do When Your Child has a Fever*?
*You and Your Headaches*
Health Advisor, McNeil Consumer Products Co. makers of TYLENOL, Fort Washington, PA 19034.

### Other Sources

National Health Information Clearinghouse
P.O. Box 1133, Washington, DC 20013-1133.
HEALTHFINDER publications on FREE posters and materials available through the Office of Disease Prevention and Health Promotion.

## MEDICAL, DENTAL, HEALTH INSURANCE FORMS

A Consumer's Guide to Life Insurance, Am. Council of Life Insurance 1850 K St. NW, Wash., DC 20006.
* Additional Consumer Information: Ph. 1-800-555-1212.

Here's to Your Health: A Look at Medical Insurance, $1, Consumer Survival Kit, P.O. Box 1975, Ownings Mills, MD 21117.

Risk Management: Health Insurance and Disability Income Insurance. Fact Sheet #407, obtain from local Cooperative Extension Service.

## MEDICATIONS Pamphlets

Help Your Health Series:
Antibiotics: Understanding "Wonder Drugs"
Tranquilizers: Helping You Cope with Life's Problems
Understanding Your Medication
What You Should Know About Vitamins and Minerals
FREE, Peoples Drug, Professional Service Dept., 6315 Bren Mar Dr., Alexandria, VA or pick up at drug counter in store.

Labels in Large Print
Read the Labels and Use Medicines Safely
FREE, Giant Food Inc., P.O. Box 1804, Wash., DC 20013.

Understanding Your Prescription, Am. Soc. of Hospital Pharmacists, 4630 Montgomery Ave., Bethesda, MD 20814.

Using Your Medicines Wisely: A Guide For the Elderly, U.S. Dept. of Public Health, National Institute on Drug Abuse, 5600 Fishers Lane, Rockville, MD 20857.

15 Common Questions About Medication, Health '86 Information Center 505 Market St., Knoxville, Tenn 37902.

## HEALTH AND SAFETY PROCEDURES Pamphlets

About Alcohol
Alcohol Abuse and Older People
Depressants
Marijuana
Opiates
FREE, Channing L. Bete Co., Inc. S. Deerfield, MA 01373.

Bicycle Safety: What Every Parent Should Know, MD Dept. of Transportation.

Consumer's Guide to Car Safety Seats, Project KISS, Health Ed. Center, MD Dept. of Health and Mental Hygiene 300 W. Preston St., Baltimore, MD 21201. Ph. 383-7290.

Child Abuse and Neglect
Get a Perscription for Life (Medic Alert)
Poison Proof Your Home
FREE Giant Food, P.O. Box 1804, Wash. DC 20013.

Drugs, Alcohol, Tobacco Abuse During Pregnancy, March of Dimes Birth Defects Foundation, 1275 Mamaroneck Ave., White Plains, NY 10605.

Fact Sheets: Bureau of Narcotics and Dangerous Drugs
Young Children and Accidents in the Home
Superintendent of Documents, U.S. Government Printing Office, Wash., DC 20402.

First Aid Facts
Your Kids and Drugs: Spot It/Stop It
Taking the Scare Out of Halloween
Peoples Drug Stores

Get It On!
Vacation-It Can Be Fun
Working for a Safer Community
National Safety Council, Broward Chapter, Park Row Plaxa, 2750 W. Oakland Park Blvd., Fort Lauderdale, FL 33311.

Standard First Aid and Personal Safety
Red Cross First Aid Modules
Am. Red Cross, 2020 East-West Hwy., Silver Spring, MD

Tips for Your Baby's Safety, Send SASE to: Juvenile Products Manufacturers Assoc., 66 E. Main St., Moorestown, NY 08057.

What You Should Know About the Water You Drink, FREE, Culligan Water Watch Bureau, Suite 1600, 1 E. Wacher Dr., Chicago, IL.

Your Safety Attitude, Washington Suburban Sanitary Commission, 4017 Hamilton St., Hyattsville, MD 20781.

## Other Sources

American Lung Association of Maryland
170 Rollins Ave.
Rockville, MD
Request booklets on: smoking, choking, emphysema, toxic chemicals in the air, common cold, etc.

DHHS
National Institute on Drug Abuse
5600 Fishers Lane
Rockville, MD 20857
Request materials: NIDA Capsules (fact sheets about drugs)
Government booklets on drugs and alcohol

## HEALTH MAINTENANCE

### NUTRITIONAL INFORMATION Pamphlets

A Step-By-Step Guide To a High Fiber Diet, FREE, Kellogg Co., 235 Porter St., Dept. M-5, P.O. Box 3423, Battle Creek Mich. 49016.

A High Fiber Diet
Bag It: A Guide to Packing Nutritious Lunches
Calcium: How Important Is It?
Calling a Halt to Salt
Consumers Guide to Meat
Consumers Guide to Poultry
Consumers Guide to Seafood
Feeding Your Baby Better for Less
Foods for a Healthy Pregnancy
Say Cheese
Shopping Sense for Seniors
FREE, Giant Food Inc., P.O. Box 1804, Wash. DC 20013.

DIAL NEW-trition, Ph: 986-9116. Round-the-clock recorded nutrition message with timely information for consumers. Long distance code: 301. National Dairy Council.
Easy Meals That Please
What to Feed Your Family
FREE, National Dairy Council of Greater Washington Area, 7315 Wisconsin Ave. Suite 812E, Bethesda, MD 20814.

Diet, Nutrition & Cancer Prevention, DHHS, NCI 9000 Rockville Pike, Bethesda, MD 20892.

Family Fare: A Guide to Good Nutrition, Superintendent of Documents, U.S. Government Printing Office, Wash. DC 20402.

Nutrition and Your Health and many other FREE pamphlets, Food Safety and Inspection Service, Rm. 1163, U.S. Dept. of Agriculture, Wash. DC 20250.

The Way to a Man's Heart, FREE American Heart Assoc.

Other Sources

American Heart Association, National Center, 7320 Greenville Ave., Dallas, TX 75d231d.
American Heart Association of Southern Maryland, 6216 Baltimore Blvd., Riverdale, MD.
American Heart Association, 2233 Wisconsin Ave.NW, Wash., DC.

Maryland State Dept. of Agriculture, 50 Harry S. Truman Pkwy. Annapolis, MD

Cooperative Extension Service, Univ. of Maryland, Symons Hall, College Park, MD 20742.
* Contact local County Extension Services as well.

HEALTH MAINTENANCE
BALANCED DIET

Pamphlets

Better Body Book: How Diet and Exercise Can Make and Keep You Fit, The Middle Atlantic Milk Marketing Assoc., 8600 LaSalle Rd., Suite 216, Carroll Bldg., Towson, MD 21204.

Food Before Six, National Dairy Council, Rosemont, IL 60018.

Nutrition and Your Health: Dietary Guidelines for Americans, #232, U.S. Government Printing Office, Wash. DC 20402.

Planning a Diet for a Healthy Heart, FDA Consumer Affairs.

Recipes for Fat-Controlled Low Cholesterol Meals, Am. Heart Assoc. National Center, 7320 Greenville Ave., Dallas, TX 75231.

HEALTH MAINTENANCE
FOOD STORAGE Pamphlets

Be a Safe Food Handler, Giant Food Inc., P.O. Bpx 1804, Dept. 597, Wash., DC 20013.

The Safe food Book: Your Kitchen Guide, U.S. Dept. of Agriculture Food Safety and Inspection Service, Wash. DC 20250.

HEALTH MAINTENANCE
DENTAL HEALTH PRACTICES Pamphlets

A New Plan to Keep Your Teeth for a Lifetime, FREE, Proctor and Gamble Co., Cincinnati, OH.

For Good Dental Health, Start Early
How Teeth Grow
FREE, Dairy Council of Metropolitan Washington, 7315 Wisconsin Ave., Suite 812 E, Bethesda, MD 20814.

Your Child's Teeth Development and Care, Ross Growth and Dev. Program, Ross Laboratories, Columbus, OH 43216.

HEALTH MAINTENANCE
FAMILY PLANNING & PARENTING Pamphlets

A Collection of Articles on Parenting, reprinted from the Washington Post HEALTH Section, a weekly journal of medicine, copyright, 1987.

A Guide for Working New Parents
Becoming a Parent
The Single Parent Household
Ross Growth and Dev. Program, Ross Laboratories, Columbus, OH

Parenting Insights, Johnson & Johnson Baby Products Co., Consumer and Professional Services, Skillman, NJ, 08558.

Other Sources

Local County Health Departments

Department of Human Resources
Social Services Administration
300 West Preston St.
Baltimore, MD 21201 Ph. 301-576-5249.

## HEALTH MAINTENANCE

### PHYSICAL AND MENTAL WELL-BEING Pamphlets

Accidents and the Elderly
Don't Become a Crime Victim
Heat, Cold, and Being Old
Lifestyles...It's Never Too Late to Change
Living with Aging Series, Peoples Drug Stores, FREE.

Having a Healthy Baby
Home Diagnostic Tests: Putting Your Mind at Ease
Help Your Health Series, Peoples Drug Stores, FREE

Common Cold: The Facts About Your Lungs
Toxic Chemicals in the Air: Indoors and Outdoors
Am. Lung Assoc., 2020 S. Andrews Ave., Fort Lauderdale, FL 33316

Facing the Holiday Blues, Psychiatric Institute.

Family Guide to Vision Care, Am. Optometric Assoc., 243 N. Lindbergh Blvd., St. Louis, MO 63141.

Sun Sense, Johnson & Johnson, Grandview Rd., Skillman, NJ 08558.

### Other Sources

Contact your County Health Department for information on FREE materials, clinics, HOTLINES, etc.

Education Materials Guide
Johnson & Johnson Baby Products Company
Consumer & Professional Services
Skillman, NJ 08558.

## MAJOR HEALTH PROBLEMS Pamphlets

Coping With Bladder Control Problems
Dealing with Diabetes
Living with High Blood Pressure
Living with Aging Series, Peoples Drug Stores, FREE.

Living with Diabetes, Help Your Health Series, Peoples Drug Stores.

Cataract

Glaucoma
Better Vision institute, 230 Park Ave., NY, NY 10017.

Cancer: What to Know, Waht to Do About It
Chemotherapy & You: A guide to Self-Help During Treatment
Good News, Better News, Best News
Radiation Therapy & You: A Guide to Self-Help During Treatment
Taking Time: Support for People with Cancer and the People Who Care About Them
What You Need to Know About Cancer
U.S. Dept. of Health and Human Services, PHS, National Institutes of Health, National Cancer Intitute, Bethesda, MD 20892

Growing Up with Epilepsy: A Guide for Teenagers
Your Child with Epilepsy: A Guide for Parents
CIBA-GEIGY Pharmaceuticals, Ardsley, NY 10502.

## COMMUNITY MATERIALS
## IV. Occupational Knowledge

### GETTING A JOB — Pamphlets

Construction Industry, building trades, #216
Employment and Occupations, #44
Farms and Farming, #161
Federal Government Forms, #90
Occupational Outlook Handbook, #270
Vocational and Career Education, #110
Superintendent of Documents, U.S. Government Printing Office, Wash., DC 20402.

How to Get a Job, President's Committee on Employment of the Handicapped, FREE, Wash. DC 20210.

The Job Scene, On the Job, etc., Comics describing various jobs for the unskilled reader. Manpower Administration, Inquiry Section, Rm. 10-225, U.S. Dept. of Labor, 601 D St. NW, Wash. DC 20213.

What You Should Know About GETTING A JOB, a Scriptographic Booklet distributed by Potomac Edison Power Co., or send to Channing L. Bete Co., South Deerfield, MA 01373.

### Other Sources

Maryland State Department of Employment and Training
Regional Office: 9300 Kenilworth Ave., Greenbelt, MD
Phone: 474-2500
Montgomery Co: South Office Building, Wheaton, MD
Phone: 949-5300
Prince Georges: 6321 Greenbelt Rd., College Park, MD
Phone: 441-2100

### WAGES, BENEFITS, UNIONS — Pamphlets

Labor-Management Relations, Collective Bargaining, #64
Minorities, #6
Women, #111
Workers' Compensation, #108
Superintendent of Documents, U.S. Government Printing Office, Wash. DC 20402.

### Other Sources

United States Department of Labor
200 Constitution Ave. NW
Washington, DC

Subtopics include: Minimum wage - Ph. 523-8743 or 523-7043
Pensions - Ph. 523-8921
Workers' compensation - Ph. 523-7501

Labor management relations services - Ph. 523-6487
Equal pay and employment standards - Ph. 523-7478

## WORKPLACE SAFETY Pamphlets

Accidents and Accident Prevention, #229
Occupational Safety and Health, #213
Superintendent of Documents, U.S. Government Printing Office, Wash., DC 20402.

### Other Sources

United States Department of Labor
200 Constitution Ave. NW
Washingtion, DC

Subtopics include: Job Safety and Health - Ph. 523-8148
Occupational Safety and Health - Ph. 523-8063

## KEEPING A JOB/GETTING A PROMOTION Pamphlets

How to Get and Keep the Right Job, FREE, Carnation Co., Los Angeles, CA

Occupational Knowledge Handbook, #270, Superintendent of Documents, U.S. Government Printing Office, Wash. DC 20402.

## COMMUNITY MATERIALS

## V. Government and Law

VOTING

### Pamphlets

Facts About Voting, FREE, Board of Supervisors of Elections, Arundel Center North, P.O. Box 490, Glen Burnie, MD 21061.

How to Vote in Maryland
Maryland VOTES
Voter Information Guide
Your Right to Vote
Maryland State Administrative Board of Election Laws, P.O. Box 231, Annapolis, MD 21404. Ph. 301-974-3711 or 800-492-5062.

### Other Sources

Agencies: Democratic Party Headquarters
State of Maryland
Brokerage (The) Rm. 321
34 Market Place
Baltimore, MD 21202

Republician Party Headquarters
State of Maryland
60 West Street, Suite 201
Annapolis, MD 21401

## BOARDS OF SUPERVISORS OF ELECTIONS

State Administrative
Board of Election Laws
P.O. Box 231
Annapolis, Maryland 21404-0231

Phone: 301/974-3711
TDD: 800-492-5062

**Allegany County**
P.O. Box 659
Cumberland, MD 21501-0659
777-5931
8:30-4:30 Daily

**Anne Arundel County**
P.O. Box 490
Glen Burnie, MD 21061-0004
787-8210
8:30-4:00 Daily

**Baltimore City**
District Court Bldg.
Fayette & Gay Streets
Baltimore, MD 21202-4060
396-5580
8:30-4:00 Daily

**Baltimore County**
3001 Hiss Avenue
Baltimore, MD 21234-4798
494-3161
8:30-4:30 Daily

**Calvert County**
P.O. Box 798
Prince Frederick, MD
20678-0798
535-1600
8:30-4:30 Daily

**Caroline County**
Multi-Service Center
207 S. Third Street
Denton, MD 21629-1229
479-4635
8:30-4:30 M-T-W-Th

**Carroll County**
225 N. Center Street
Westminster, MD 21157-5145
848-4500
8:30-4:30 Daily

**Cecil County**
Room 109, Court House
Elkton, MD 21921-5970
398-0200
8:30-4:30 Daily

**Charles County**
P.O. Box 681
La Plata, MD 20646-0681
934-8972, 870-3167
8:30-4:30 Daily

**Dorchester County**
P.O. Box 26
Cambridge, MD 21613-0026
228-2560
8:30-4:30 Daily

**Frederick County**
Winchester Hall
12 E. Church Street
Frederick, MD 21701-5447
694-1005
8:00-4:00 Daily

**Garrett County**
Room 226
203 S. Fourth Street
Oakland, MD 21550-1584
334-1962
8:30-4:30 Daily

**Harford County**
18 Office Street
Bel Air, MD 21014-3778
838-6000
9:00-4:30 Daily

**Howard County**
8950 Rt. 108, Suite 117
Columbia, MD 21045-2112
997-7644
8:30-4:30 Daily

**Kent County**
400 High Street
Chestertown, MD 21620-1312
778-0038
9:00-4:00 T-W-Th

**Montgomery County**
P.O. Box 4333
Rockville, MD 20850-4333
279-1507
8:30-5:00 Daily

**Prince George's County**
14701 Gov. Oden Bowie Dr.
Suite 101
Upper Marlboro, MD
20772-3086
952-3270
8:00-9:00 pm Daily

**Queen Anne's County**
County Office Bldg.
P.O. Box 274
Centreville, MD 21617-0274
758-0832
9:00-4:00 T-W-F
6:30-8:00 pm 3rd W

**St. Mary's County**
P.O. Box 197
Leonardtown, MD 20650-0197
475-4651
8:30-4:30 Daily

**Somerset County**
P.O. Box 96
Princess Anne, MD
21853-0096
651-0767
9:00-4:30 Daily

**Talbot County**
P.O. Box 353
Easton, MD 21601-0353
822-5045
8:30-4:30 M-T-F

**Washington County**
33 W. Washington Street
Hagerstown, MD 21740-5605
791-3030
8:00-4:00 Daily

**Wicomico County**
P.O. Box 4091
Salisbury, MD 21801-4091
548-4830
8:30-4:30 Daily

**Worcester County**
Court House, 1st Floor, Rm 114
Snow Hill, MD 21863-1290
632-1320
8:30-4:30 Daily

## LEGAL RIGHTS AND RESPONSIBILITIES Pamphlets

Customs, Immunization, and Passport Publications, #27
Law Enforcement, #117
Superintendent of Documents, U.S. Government Printing Office, Wash. DC 20402.

Compensation for Innocent Victims of Crimes, FREE, Dept. of Justice, Harrisburg, PA

Do You Need A Lawyer?
Making a Will
Montgomery Co. Bar Assoc., 27 Jefferson St. Rockville, MD

Finding a Lawyer
Lawyers and Their Fees
Making a Will
Pennsylvania Bar Assoc., Harrisburg, PA

Getting Uncle Sam To Enforce Your Civil Rights, Clearinghouse Publication #59, U.S. Commission on Civil Rights, May '79.

Reader's Digest: You and the Law, Reader's Digest Assoc., Pleasentville, NY

Simple Steps in Preparing Your Will, Children's Hospital National Medical Center, 111 Michigan Ave. NW, Wash. DC 20010.

Agencies:

Maryland Bar Assoc.
520 Fayette St.
Baltimore, MD 21201

*Your county Bar Assoc.
*County libraries

U.S. Dept. of Justice
Constitution Ave. at 9th St.
Wash. DC
- a) Civil Rights Division Ph. 633-2000.
- b) Community Relations Service Ph. 636-2000.
- c) Legal Council Infor. Ph. 636-2000.

## TAXATION Pamphlets

Taxes and Taxation, # 195, superintendent of Documents, U.S. Government Printing Office, Wash. DC 20402.
Federal Income Tax
The Collection Process
Free IRS Community Outreach Tax Assistance

U.S. Internal Revenue Service, Wheaton Plaza Shopping Center South, Wheaton, MD Ph. 800-424-1040.

Understanding Taxes, Complete teaching federal income taxes program with samples, video, teacher's guide, FREE, Understanding Taxes Coordinator, P.O. Box 1076, Baltimore, MD 21203. Ph. 301-962-2222, or 800-424-1040.

Other Sources

Maryland State Income Tax Office
Wheaton Plaza Office Building North
Wheaton, MD
Ph. 949-6030. Sales Tax Information, Ph. 949-0280.

IRS Federal Tax Assistance, Available by phone TOLL FREE.
Tax Forms ONLY: Ph. 1-800-424-3676
Tax & Current Refund Information (recorded): Ph. 1-800-554-4477.
Tax Information and Notices: Ph. 1-800-424-1040.

U.S. GOVERNMENT SYSTEMS Pamphlets

Congress, #201
Courts and Correctional Institutions, #91
Federal Government, #141
Federal Government Forms, #90
Immigration, Naturalization, and Citizenship, #69
Public Buildings , Landmarks, and Historical Sites of the U.S., #140
Presidents of the U.S., #106
Superintendent of Documents, U.S. Government Printing Office, Wash. DC 20402.

We the People of the United States
The Constitution of the United States
Commission on the Bicentennial of the United States, 736 Jackson Place, NW, Wash. DC 20503. Ph. 202-USA-1787.

Other Sources

Maryland State General Assembly
Annapolis, MD
Ph. Toll free, 858-3000 (DO NOT DIAL 301 first)

Also: Contact individual U.S. Senators and Congressmen.
U.S. Senate: Ph. 224-3121
U.S. House of Representatives: Ph. 224-3121.

## III. DETERMINING READING LEVEL

In order to successfully utilize the wealth of community material available to us, one will have to become skilled at determining if the material is at an appropriate reading level. If not, it may need to be rewritten at a lower reading level before it can be successfully introduced to the learner (See p 303). Because of the value relevancy, and richness of community material, it is worthwhile to become skilled at determining reading levels.

Several tools are available to assist in this task.

Two of the more common readability scales are

- o The Gunning Fog Index (See p 303)
- o Fry Readability Graph.

These two readability formulas, which are quick and easy to learn, can be easily applied to adult materials. A readability formula generally addresses two factors: Sentence Difficulty
Vocabulary Difficulty

Sentence difficulty is generally measured by examining the length of sentences.

Vocabulary difficulty is typically measured by the number of large polysyllabic words, the number of syllables in the sample, or, in some cases, the number of words not on a specific word list.

Reading level (sometimes called grade level) is obtained by taking samples of the material and measuring the difficulty of the sentences and vocabulary with a readability formula.

Obviously readability formulas have their limitations as they do not examine such factors as concept difficulty, abstractness, or interest.

Nevertheless, they are useful tools to determine the approximate reading level of community (as well as commercial) materials. They also serve as helpful guides if one needs to rewrite materials at a lower and/or specific reading level.

Ease comes with practice! Directions follow for the Gunning Fox Index. Use the paragraph on the following page from a Giant Food Store Booklet to apply the Gunning Fog. See how easy it is to determine the approximate reading level. (Page 300provides Guidelines on how to rewrite material at a lower level)

NOTE: See sample on page 303.

# Using the Gunning Fog Index

To find the Fog Index in written material, use the following procedure:
(See Sample on page )

## A. Taking samples:

| | Example |
|---|---|
| 1. Count off approximately 100 words. (Count to the end of the sentence that ends nearest the 100th word.) | 1. 103 words |
| 2. Count the number of sentences in sample. | 2. 14 sentences |
| 3. Count the number of hard words. (Three or more syllables. See p2.) | 3. 4 hard words |
| 4. Find the Average Sentence Length. (Chart #1 or B4 below.) | 4. 7.4 ASL |
| 5. Find the Percentage of Hard Words. (Chard #2 or B5 below.) | 5. 3.9 W |
| 6. Add #4 and #5. | 6. 11.4 SUM |
| 7. Multiply by constant 0.4. | 7. x0.4 |
| 8. Answer is readability level. | 8. 4.52 |
| 9. Round decimal to nearest tenth. | 9. 4.5 |
| 10. Number before decunak us grade level Number afterdecimal is month of grade. | 10. 4th grade, 5th month |

## B. Taking samples of less than 90 words:

If sample writing to be scored is less than 90 words, the Quick Finder Charts 1 & 2 cannot be used. (50 words or so should be the minimum scored)

| | |
|---|---|
| 4. To find the Average Sentence Length, divide the number of sentences into the number of words. | 4. $\frac{\#\text{words}}{\#\text{sentences}} = \text{ASL}$ |
| 5. To find the Percentage of Hard Words, Divide the number of words into--- | 5. $\frac{100 \times \#\text{hard words}}{\#\text{words}} = \%\text{HW}$ |

## C. Extra scoring procedures:

If the article to be scored is a long article, take three different samples. One near the beginning, around the middle and near the end. (Avoid the very beginning and the very end, if possible.) Add the scores of all three samples and divide by 3 for an average grade level score.

If the article is too short to take three samples, then score the whole article, marking off 100 words as you go along and score each 100 words pluse remaining group of words. Count a hard word once in each 100-word section. (i.e.: If the word "adjustment" appeared throughout a 150-word selection, count it once in the first 100 words and again in the remaining 50 words.)

D. Special points to watch for in scoring:

1. Contractions - Count contractions (isn't, don't) as one word.

2. Hyphenated - If whole words are joined by a hyphen, count them separately. For example, on-the-job-training is four words. But if a prefix is joined to a word by a hyphen, count the item as one word. For example, co-op, non-union, and anti-war are all single words.

3. Numerals - Count each meaningful string of numerals as one word, if the string has symbols or letters in it. For example, social security #321-63-901 is three words. $100 million is two words.

4. Initials - Count each meaningful string of initials as one word. For example, Paul O. Jones is three words, mph is one, and NIH is one.

E. Count as hard words:

1. Three or more syllables constitutes a hard word.

2. Count hard words only once in each sample.

3. If a hard word appears in different forms with different meanings, count each form separately. Do not count -s, -ed, -ing forms of the same word.

4. A two-syllable word with one of the following endings: -or, -ier, -iest, -ily. For example: behavior, happier, funniest, easily.

F. Do not count as hard words:

1. Closed compound words of three syllables. (bookkeeper, afternoon)

2. Proper names.

3. Any string of numerals, or numerals with letters or common symbols.

4. Cluster of initials, acronyms or abbreviations.

5. A two-syllable word and one of the following endings such as: -s, -es, -ed, -er, -est, -ly, -le, -and, -tion.

NOTE: See sample on page 303.

## FINDING THE READING LEVEL

### -Score Sheet-

| Example #1 | Example #2 | Example #3 |
|---|---|---|
| 1. ________ words | 1. ________ words | 1. ________ words |
| 2. ________ sentences | 2. ________ sentences | 2. ________ sentences |
| 3. ________ hard words* | 3. ________ hard words* | 3. ________ hard words* |
| 4. ________ a.s.l. | 4. ________ a.s.l. | 4. ________ a.s.l. |
| 5. ________ % hard words | 5. ________ % hard words | 5. ________ % hard words |
| 6. ________ SUM | 6. ________ SUM | 6. ________ SUM |
| 7. X .4 constant | 7. X .4 constant | 7. X .4 constant |
| 8. ________ | 8. ________ | 8. ________ |
| 9. ________ round off | 9. ________ round off | 9. ________ round off |
| 10. ____Grade, ____month | 10. ____Grade, ____month | 10. ____Grade, ____month |

A2-299

*words with 3 or more syllables. Proper names are not counted.

## IV. GUIDELINES FOR REWRITING COMMUNITY MATERIALS FOR THE BASIC LEVEL ABE STUDENT

There are many materials your student(s) would like to read but can´t. Many community materials are written at too high a reading level for the typical ABE student. Often the vocabulary is too difficult, the sentences are too long, and the ideas are presented in abstract and impersonal ways. Yet the community material is most valuable in that it represents "real" material that the adult encounters in day to day life. Therefore, time is well spent rewriting sentences or sections of relevant community material to provide learning activities using "real"actual material rather than commercially developed generalized material.

The following guidelines present a fairly uncomplicated approach to simplying material. Often this is simply a matter of breaking up larger sentences, replacing harder words with easier ones, leaving out unnecessary words or details, and expressing ideas simply and clearly.

Rewriting materials will become easier with a little practice. The following guidelines will help you move through the process of successfully rewriting materials at a simpler reading level.

DON´T TRY TO DO IT ALL AT ONCE! First rewrite and adjust the words in a selection. Then go back and examine the sentence length. Finally, look at how the rewritten sentences can be organized in short paragraphs.

1. PREVIEWING
   - Read the selection to be rewritten for general understanding.
   - Reread the selection to identify the main ideas and the important details.
   - Examine the vocabulary used. Underline the words the student(s) will know. Circle the words which need to be replaced.

2. USE OF WORDS

   - Cross out all unnecessary words or details.

   - Replace difficult words with simpler words.

     a) Use only one or two syllable words
     "We left at the conclusion of the movie."  "...end of the movie."

     b) Use familiar words when possible. Refer to a basic word list, such as the Dolch List of Basic Words (See Project MAPP Vocabulary Booklet I)

     c) Use concrete rather than abstract words.
     "He had an unhealthy appearance."  "....a pale face and red eyes."

     d) Use vivid, active verbs rather than passive.
     "The ticket was paid by the motorist."  "The driver paid the ticket."

     e) Use present tense verbs rather than past tense verbs.

    - f) Avoid overuse of the weaker verb forms of "be."
    - g) Avoid words with prefixes and suffixes.
    - h) Replace cliches, trite expressions, and idioms with simple words. "

- Introduce no more than five new words (for each 100 words).
    - a) Highlight the new words.
    - b) Use each new word at least five times so that it can be learned by usage.
    - c) List all the new words at the beginning of the story.
    - d) Develop simple cloze exercises to provide practice for new vocabulary.
    - e) Use picture clues as often as possible.

3. **SENTENCE STRUCTURE**

- Make sentence length an average of ten words.

Rudolph Flesch scale for sentence length:

| | | | |
|---|---|---|---|
| Very easy | 8 or less | Fairly difficult | 21 |
| Easy | 11 | Difficult | 25 |
| Fairly easy | 14 | Very difficult | 29 Or more |
| Average | 17 | | |

- Present only one idea in each sentence.
- Use a simple sentence structure.
    - a) Avoid compound or complex constructions.
    - b) Avoid too many prepositional phrases.
    - c) Avoid double negatives.
    - d) Use verbals (participles, gerunds, and infinitives ) sparingly.
- Vary the sentence structure to avoid the monotony of using only the "Subject- Verb-Object" or "Subject - Verb - Compliment" pattern.
    - a) Try using simple phrases or clauses in a different way or different place in the sentence.
    - b) Vary the sentence type. Use a mixture of declarative statements, questions, imperatives, and exclamations.

4. PARAGRAPH STRUCTURE

- Keep paragraphs fairly short. (About 25 words for a beginning reader)
- Cover only one central idea or purpose in each paragraph.
- Arrange sentences in logical order.
  Main idea sentence
  Important details
  Conclusion sentence
- Use simple connectives to show transition and tie the sentences together.
  (If,first, then, next, but, now, over there, finally, etc)
  (About 25 words for a beginning reader)

SIMPLE CHECKLIST

1.WORDS

_____ Mostly 1 and 2 syllable words

_____ No more than 5 new words per 100 words

_____ New words used 5 times each

_____ Concrete, not abstract words

_____ Active, not passive, verbs

2. SENTENCES

_____ Average sentence length of 10 words

_____ One idea per sentence

_____ Simple sentence structure

3. PARAGRAPHS

_____ Short paragraphs (About 25 words)

_____ One central idea per paragraph

_____ Sentences in logical order

NOTE: See sample on page 303.

SAMPLE

ORIGINAL

# making and packing

**SAFETY**

Bag lunches stand at room temperature several hours before being eaten, and they often contain food that can spoil. Because of this, we must take special precautions.

A quick look at what happens will explain the precautions. Most foods contain microorganisms ("bugs" too small to see with the naked eye). Many microorganisms are not harmful, but some types can cause illness. If only a few are in the food, they are not a problem, but if the food stands at room temperature several hours, they multiply. When there are too many microorganisms in food it spoils and can cause illness if it's eaten. 103 words The key to preventing food spoilage is threefold: cleanliness, temperature, and using fresh, thoroughly cooked foods.

From BAG IT!
Giant Food Inc.

1. 103 words
2. 7 sentences
3. 5 hard words*

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4. 103÷7 = 14.7 a.s.l.
5. $\frac{100\times 5}{103}$ = 4.8% hard words
6. $\frac{14.7}{+4.8}$ 19.5 SUM
7. 19.5 x .4 constant
8. 7.8 readability

REWRITE

Lunches Harmful

Many times we do not eat bag lunches right away. We keep them in a room for many hours.

Lunches have food that can go bad. We must take care because of this.

Let us see what can happen. Most foods have bugs that are too small to see. Many of these bugs are not harmful.

A few of the bugs can be harmful. They can make us sick if you eat alot of them.

If a lunch gets too hot these harmful bugs will grow in number. Too many harmful bugs will make the lunch spoil. Then we could get sick when we eat the lunch.

We must be careful to keep our lunches cool.

1. 105 words
2. 12 sentences
3. 0 hard words*

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4. 105÷12= 9 a.s.l.
5. $\frac{100\times 0}{105}$ = 0 % hard words
6. 9+0 9 SUM
7. 9 x .4 constant
8. 3.6 readability level